THE PEOPLE BUSINESS

A PERSONNEL MANUAL FOR THE HOSPITALITY INDUSTRY

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TOURISM DEVELOPMENT

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THE PEOPLE BUSINESS

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INTRODUCTION

WHY BETTER "PEOPLE MANAGEMENT?"

1. People are your business - Well trained, motivated, and satisfied people are your staff.
   - Discerning people are your customers.
   - If both are not compatible, you are not in business.

2. Managing your people will reduce costs - High staff turnover although synonymous with the hospitality industry increases the cost of operating.

Every time you hire a person, train him/her, and the person leaves within a short space of time, it has cost you money.

Obvious Costs - Uniforms, advertisements, hiring, severance, administration training, replacement. (Conservative estimate - about $1,000/employee.)

Not So Obvious Costs - Loss of productivity, continuity of service. Poor employee attitudes, poor customer relations. Lost business.

3. Productivity is almost totally dependent on your employees; if they are properly trained, satisfied, have responsibility, and are motiyated.

Increased productivity means increased profit, obtainable only through good People Management.

YOU THE OWNER/MANAGER

As the owner/manager of a small hospitality business, you are quite naturally involved in every aspect of its operation. Having built it up, your business has become an extension of yourself. For this reason, it is often very difficult to "let go" and allow other people to share in the responsibility of running it, to accept the fact that you cannot "do it all" by yourself. While this "doer" tendency is very natural, striving to "manage" your business should be your aim. By employing sound people management principles, your job will become easier and your business will profit at the same time.

MANAGEMENT

The hospitality Industry is a service business built around transient trade. Unless guests have stayed with you or used your establishment before, you have only one chance to win their business. If you make a good impression, you can count on seeing them again the next time they visit your town. Moreover, you can be fairly well assured that they will recommend you to friends and business contacts. But by the same token, if you disappoint them, they'll take their business to another establishment, and if you mistreat them, they will go out of their way to advise people they know not to register with you. Many times important company business has been lost because a company executive has been disappointed with the service received at a hotel/restaurant.

These are only some of the reasons why the people providing the service, you and your subordinates, are so important to the success of any hotel or restaurant. Experience shows that operations run more smoothly when everyone on the staff knows exactly what is required of them, is trained to do their job properly in accordance with the prescribed standards of performance and is always encouraged to do his best. Life is a lot more pleasant for all concerned.

As an owner/manager you help set the standards for the quality of service and the level of job performance or, in other words, for the profitable operation of the business, for the guests who expect comfortable lodging and good service at reasonable costs, and for your subordinates who look for a reasonable income and personal satisfaction in exchange for services.

Many hospitality businesses find themselves critically short of trained help. With some important exceptions most of the non-supervisory jobs do not call for a well-educated staff, require little preliminary training and are paid accordingly. The industry also suffers from an extremely high turnover, as high as 100% per year in some departments, and low worker interest. It is no wonder, then, that the need for practical personnel development programs has grown so acute. Considering the 35,000 workers employed in this industry, even a few percentage points of improvement in performance or development of better work attitudes represent a considerable difference, particularly for those organizations operating on the border line of profit or service.

DELEGATION

Responsibility in a supervisory managerial position is often greater than the personal capacity to carry it out. This means that the manager must, of necessity, multiply himself through his people. And he can only do so through delegation.

The second step is to avoid what we'll call, for want of a better word, "double bossing". By this we mean creating a situation where our work group begins to feel itself responsible to two people. When this happens we can be in for serious trouble. How can we avoid this type of trouble? Suppose we define the exact nature of the responsibilities we are delegating? The limits of the authority we are delegating? Would it be wise to delegate authority to discipline? Would it be important?

HOW TO DELEGATE.

Obviously the first step is to give the employee proper instructions. After outlining the job to be done and explaining its importance, acquaint the employee with whomever he/she is to deal and define the limits of his/her authority. Above all, express your confidence in his/her ability.

The second step is to avoid what we'll call, for want of a better term, "double bossing". By this we mean creating a situation where a work group begins to feel responsible to two people. When this happens, serious trouble can arise. How can you avoid it? First of all, define the exact nature of the responsibilities you are delegating and the limits of the authority you are granting. Maintain your authority to discipline, however, and take care of complaints about overstepped boundaries promptly.

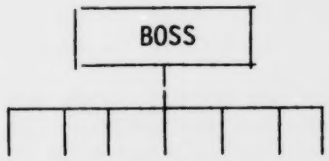
Step three is to back up your delegations. In other words, make your appointee feel that you're squarely behind him/her within the limits of the authority you have given him/her.

Step four is to maintain control. When you delegate authority, it does not mean that you are no longer responsible for whatever happens. If something goes wrong, you are the one who is still answerable to the boss, not the appointee. Therefore, in order to maintain control, have the employee give a regular report on how he/she is making out.

MAKING SOMEONE A MANAGER/SUPERVISOR

Too often, we complain that people don't care about our business. We hear ourselves saying "If I had been there" or "I have to work 24 hours".

On many occasions, a lack of interest or lack of responsibility on the part of our employees is due to the fact that you have not truly delegated responsibility. For example, do you give a supervisor any authority or do you like to keep everyone dependent on you for every decision? Does your organization look like this:



Certainly this is alright for a very small organization, but as you grow and need to become more efficient in your dealings you should delegate responsibility. It makes employees more efficient and happier and in turn and your job easier. Thus, when you make someone a supervisor or manager, you must let go of some of your authority and responsibility.

MANAGEMENT CONT'D

Would it be important to take care of complaints about overstepped boundaries promptly?

Step three is to back up delegations. In other words, make your appointee feel you're squarely behind him/her within the limits of the authority you've given him/her.

Step four is to maintain control. When we delegate authority does it mean that we are no longer responsible for what happens? Who answers to your boss, you or your appointee, if something goes wrong? What are some of the methods we can apply to maintain control? Would it help to have the employee give a report on how he/she is making out?

WHEN TO DELEGATE

- When you're overburdened.
- In emergencies.
- When you have to be away.
- When you want to develop an employee and prepare him/her for promotion.

WHEN NOT TO DELEGATE

- When the work group is inexperienced.
- If delegation pulls an employee away from his/her main job.
- If delegation would cause friction.

So much for the "when to" and "when not to" delegate. Now let's discuss the "what".

WHAT NOT TO DELEGATE

At the outset it must be recognized that responsibility itself can never be delegated, just as some aspects of the manager's job are not to be delegated. Among these are:

1. The power of discipline. This is the backbone of authority and it is the manager's to keep.

2. The task of maintaining morale. You may call upon others to help carry out assignments that will improve morale but you cannot ask anyone else to maintain it.

3. A duty involving a confidence -- for instance, filling out time sheets, handling confidential sales data, maintaining personal data on employees and so forth. These are generally for the manager's eyes only.

4. Overall control. No matter how extensive the delegations, ultimate responsibility for final performance rests on the manager's shoulders.

HOW TO DELEGATE CONT'D

At this point we must go further on the one boss theory and emphasize the importance of unity of command. In other words, if the host/hostess is to "manage" the dining room, then, except in emergencies or special situations (i.e., his/her absence), you should channel all matters regarding the dining room and it's staff through him or her. This is imperative in order not to undermine the authority that goes with the responsibility. As an owner/manager, this may be difficult for you to do but not impossible, especially when you realize how much easier this will make your own job.

WHY ORDERS SOMETIMES FAIL

Giving orders is an important aspect of delegation. No manager can avoid giving orders as an order is his/her basic instrument for getting things done. However, there are a number of reasons why orders sometimes fail:

1. Insufficient information.
2. Overloading. Giving several orders simultaneously.
3. Too many bosses. Orders coming from more than one source.
4. Unreasonable order. Asking an employee to do something which is not part of his/her job or for which he/she is not qualified.
5. Unclear orders. Orders which were poorly communicated because the manager was in a rush or under pressure.
6. Poor timing. Suppose the employee is in the midst of an important assignment? What if he/she happens to be swamped with work when the order is given?
7. Hostility on the part of an employee. Could this affect the results of an order?
8. Poor conditions.

No doubt there are other reasons why orders may fail to get action but these are the most common.

MOTIVATION

Success in the hospitality business demands an understanding of people, their personalities, their needs, their joys and their disappointments. This understanding must be coupled with the "urge to serve" or the desire to help people find suitable solutions to their hospitality problems. This understanding cannot be limited to guests alone but must be applied to ourselves and to each of our co-workers. A home-away-from-home atmosphere can only exist in an establishment that is staffed by service-minded people.

The difference between man and other living creatures lies in his wide range of needs, in his capacity for learning and in his ability to think. Our needs may be thought of as the force which drives us into action to seek satisfaction. They are the real mainspring of all human activities. Our ability to think, reason and to notice differences among the things about us makes it possible for us to learn a whole new world of wants and desires. In fact, learning about new wants (that is, curiosity) soon becomes a new desire in itself.

It is fair to say that hotel or restaurant work can provide a full range of opportunities for worker satisfaction.

The way in which employees are treated as a group has an important effect on their morale status.

A successful manager/owner will find that people work best when they feel that they and their work are truly important, that they are something more than unnoticed cogs in a great machine. Workers recognize that their group is important and their particular job is important to the organization. There are many ways in which managers may develop a worker's opinion of himself/herself and his/her position, that is, his/her status.

The successful manager treats his/her people in such a way that their human needs, their sense of importance, recognition, status and belonging are met. He/she knows that he/she strengthens his/her department as he/she builds his/her people up and improves their status. Whether we are dealing with customers, guests, or workers, he/she must realize that profit will come from building status into their position not ours. You cannot expect people to give their best if you remind them only of their worst.

EVERYONE IS DIFFERENT

The only way we can account for our individual differences is to take stock of ourselves and our associates. People differ in many ways, depending on their inborn talents and on the things they have learned or acquired in early years. Most of the inborn differences among people are physical characteristics, such as height, complexion, muscular control, vitality and endurance. Most experts would agree that individual differences in these physical characteristics are seldom as great as we might think, usually not more than 25% from the greatest to the least.

Differences between people are much greater in the area of mental factors. Intelligence, memory and learning speed often vary as much as 300% from one individual to another. These mental differ ences are usually called aptitudes.

Differences are even greater when considering elements of personality, such as interests, hopes, the ability to meet and deal with people, and initiative. You may have known persons so ambitious that they worked themselves to exhaustion and beyond profitable return. The combination of the physical, mental and the personality characteristics of each person identifies his individuality.

The Point of all this is that each of us has his/her own individuality, his/her own self image, and he/she wants it recognized by people of importance to him/her. As a group member everyone supposedly likes to be treated the same. But if we handle employees as group members only, we can expect no more from any individual than from the average of the group.

Despite our individual differences, most normal people in our society have certain basic similarities. These centre around our commonly shared needs for:

1. Security
2. Status
3. A sense of belonging
4. An opportunity to progress.

The fact that our individuality has frequently been overlooked has become the pitfall of highly organized personnel management programs. This is not to say that personnel management should not be as carefully organized, well-run and directed as any other part of the business. We mean, rather, that where excessive organization has replaced individual contacts and the free give-and-take between employer and employee, unique and special efforts from employee's cannot be expected.

KNOW YOUR EMPLOYEES

Effective leaders must learn to treat each employee as an individual and to develop a person-to-person level of understanding. Each must know the ground rules of his/her particular organization, the policies of his/her hotel and the work standards that need to be met. Above all, he/she must know what he/she can expect from his/her employees when there is a real rush of work or an unusual situation.

As well as being aware of the special abilities, the likes and dislikes of each employee, the effective manager must also know when an employee makes a special contribution to getting the needed work out on time. For example, a hospitality industry manager/owner should study the ability of his/her employees to get along with varying kinds of guests. The front office manager should know instinctively which of his/her staff plays the executive game or speaks the salesmen's language. The host/hostess should know which of his/her staff works best with children, businessmen, party goers or any other type of guest. If routine makes it impossible to utilize these individual talents, then routine is stifling individual initiative, individual recognition, maximum production and usefulness.

It is not enough for a manager to know that each person wants and needs to be treated as an unique individual. He/she must practice it. Many managers make every effort to help guests or save an expensive piece of equipment. However, they must realize that it is equally important to help the employee at the same time. It has been suggested that we should treat people as we wish people to treat us. In many ways, a percentage of good management is good manners. The way the manager treats employees becomes the pattern for the way in which they will, in turn, treat each other and guests. Remember, you set the example in this vital area. If you are indifferent to the waiter/ waitress' problem of giving good service, you cannot expect him/her to remain interested in your organization.

BUILD EMPLOYEE LOYALTY

As a manager you invest your personality in others daily, given freely of yourself in help, training and understanding and usually getting back exactly what you hand out, with interest compounded. Friendship, like marriage, is built on the interweaving of many bonds of personal contact with another individual.

It is evident that everyone wants and needs friends. In addition, everyone wants to be recognized as an important and unique individual. Whether or not you meet the needs of your associates is entirely up to you. If you do not meet their needs they will fill the vacuum you have left with work, the "lodge" or some other outside group. Loyalty cannot be won at the bargaining table but only through the careful building of many bonds of personal contact and experience in the give-and-take of life. Some managers mistake loyalty to themselves with loyalty to the organization. Frequently, this entirely centered loyalty evaporates like the nonetity it really is.

BUILD EMPLOYEE LOYALTY CONT'D

The manager who gets his employees to recognize that they are part of an organization worthy of their individual dedication and effort does not need to buy a following at the price of unusual privilege or organizational well-being. It is generally agreed that people will make a special effort when they are given an objective in which to believe.

Getting people to want to do something involves an understanding of the people being persuaded or motivated as well as a sincere interest in seeing the reasonable wants of these people satisfied.

EMPLOYEE INTEREST GROUPS

Man is a social being. He desires association with others of his kind almost as avidly as other creatures want food. Within the overall social structure of the hotel there are many informal social structures, one or the other of which claims the allegiance of nearly everyone in the organization. When the substructures are revolving in harmony with the hotel organization and management philosophy, we are inclined to regard them tolerantly as interest groups and to use them to further the work effort. When they move counter to these objectives, they are unceremoniously relegated to the underground and labelled as cliques.

Whether a given group within an organization operates as an interest group or a clique can depend upon the manager's ability to understand the wants of people and to initiate action in a positive direction. This involves a spirit of understanding friendliness between the person directing and the persons being directed. Too frequently this friendliness is allowed to degenerate into the buying of loyalties of the dominant group by special privilege or personal favouritism. Frequently, too, management tends to try to control these interest groups by personally getting involved in them-- a definite mistake. We can direct the play but we can never play the lead. It is when the manager tends to get into the play of one or more interest groups instead of standing off and directing them to positive ends that trouble generates and cliques become menaces to group co-operation and morale, Here are some suggestions to help you develop the right degree of friendliness toward employees:

1. Genuine friendliness and understanding are the track on which to travel to the goal of efficient production and service. Friendliness with everyone reduces the feeling and possibility of jealousy. It eliminates the possibility of having secure and smug people who are in with the boss and others who are out.

2. An informal but frank discussion of your job responsibilities with each of your close friends on the job can avoid a lot of headaches. It isn't something that will require an elaborate lecture. A true friend will understand more quickly than you think. You can point out that, because of your position as a manager, close friendships are often resented. Because of this, you will do nothing that can ever be interpreted as favouritism and it will be easier for you if such requests are never made.

3. Complete fairness without favouritism must prevail for everyone. This is a tough one for management. Of course you will grant reasonable privileges. Upon no other basis can you develop a personal exchange of good terms. But remember that a privilege granted to one individual must also be given to another individual when the proper and convenient time comes. Be prepared to reverse your field now and then as well. You may grant a privilege to two or three individuals and find that it is being run in the ground and abused. You may find it necessary to reverse yourself in the middle of the game. State it frankly and everyone will respect you for it.

EMPLOYEE INTEREST GROUPS CONT'D

You will want to follow the same fairness principle in handing out work assignements as well. Every waiter/waitress or front desk clerk, for example, should have equal turns manning the far station. This is not to say that if one individual is better than another at handling one kind of job you do not have the right to return him/her to such work more frequently than others. Usually everyone is happy to have him/her handle it because of the special talent it requires.

This manner of friendship and friendliness, then does not need to be difficult or manipulated. It is rather an adventure in fair play with people. It is an investment of your personality in theirs so as to set a patternof co-operation with other staff members and friendliness with the guests. A feeling of warmth, hospitality and genuine welcome must live in your organization. It cannot be bought or built. It must be earned by management through day-to-day relationships of friendliness, mutual understanding and co-operation.

EMPLOYEE DEVELOPMENT

What are some of the factors that influence an employee, that convince him/her to become a committed person imbued with pride in customer service? How can this overall feeling, described as proprietorship, be encouraged? There are different ways in which the employee's attitude can be influenced.

SELECTION

Every manager should feel a responsibility for selecting only those persons who will make for a homogeneous and harmonious group of employees, people who will enjoy working together and who will be happy to meet each other on the street. In those employees who meet the public the manager should look for persons who are quick to smile and who enjoy talking to and being with people. (There is a fuller discussion on recruitment and selection procedures in another section.)

Remember that, as manager, you should also be concerned about the negative side of cliques, especially those based on friendship, family or ethnic origin. Keep in mind also that Manitoba has some specific laws on selection criteria. These are discussed in the legal section of this manual.

ORIENTATION

Every new employee should be introduced to all the people he/she will meet in his/her everyday work as well as to any administrative persons he/she is likely to have contact with. He/she should be taken on a tour of his/her new workplace, be given time to observe it in action, and also be provided with background information on its history, reputation and future plans. Turn to the section on hiring for more details.

COACHING INTERVIEWS

If you really want to get to know your subordinates and learn how they feel and act, which you must do if you are going to help them, you must plan on meeting with them periodically for at least half an hour. Taking the time to see each individual on your staff lets you find out how he/she is doing on the job and helps you to map out areas for his/her future development.

Most people want to do a good job but they need help and encouragement to do it properly. They have to know what they are doing right and how to correct themselves if they are doing something wrong. As manager, your job is to observe your staff closely and coach them along on the job to do their best.

PRINCIPLES OF COACHING

The first principle of successful coaching is to get your subordinate involved. The more active a role the subordinate takes in appraising a problem for himself/herself and in outlining possible courses of action to follow, the more committed he/she will be to the solution and the more enthusiastically he/she will work for its success.

PRINCIPLES OF CONT'D

The second principle is to encourage your subordinate to participate actively in the coaching interview. As manager your role in the interview is not to tell your subordinate what to do or how to do it, but rather to help him/her develop a personal plan of action for dealing with the problem at hand. Raise key questions which will help him find a solution, but don't lead him/her by the hand unless it is absolutely necessary.

The third principle is to make sure you both understand the meaning of what is being discussed and actually said. The only sure way of doing this is to get your subordinate to express his views in his/her own words. You should then restate those views in his/her own words. You should then restate those views in different words to see if you are in agreement, otherwise the two of you could come away from the coaching conference with entirely different versions of what was discussed and decided upon.

The fourth and final principle is to <u>force yourself to do more listening than talking</u>. Even if you say relatively little during your meeting, the interview will only prove valuable if you listen. Listening gives your subordinate an opportunity to try out his ideas on you; it also gives him/her a chance to let off steam if he/she is upset.

COMMUNICATIONS

INTRODUCTION

"Communication" may be defined as a meeting of minds and spirits or the finding of a common denominator between two different outlooks or attitudes. Basic to this definition is the belief that communication involves everything that one is, rather than only what one says.

Another important element of communication is understanding. A manager can only be persuasive in his/her communications if he/she has a good understanding of the conditions, needs and attitudes of the person being persuaded. A manager's attitude is the one force that can penetrate or remove the wall of partition. As differences keep people apart, the need for sharing each other's world brings them together.

Organization structure affects the facility with which true communication passes up and down the chain of command. Many organizations are so complicated that communication channels get tangled and many misunderstandings arise. The four classic management principles are really principles of organizational communications:

1. Unity of command provides that each person at any level of an organization has one and only one boss. Much friction and confusion are eliminated where this principle is followed. Each employee knows exactly to whom he/she is responsible and where his/her action originates.

2. Span of control provides that no manager be made directly responsible for more employees than he/she can reasonably handle under normal working conditions. This makes for easy access to the manager when the need for direct communications arises. Span of control also involves the distance between the manager and the subordinates. Distance limits communications and control.

3. Homogeneous assignment provides that the function of each subordinate in a given department be specific, clear-cut, and of a similar nature. This procedure provides for clear-cut orders and for group as well as individual orientation to changes in policy, operation procedures, etc., areas where misunderstanding and misconceptions usually arise. Homogeneous assignment also provides that the functions of employees do not overlap but that every function necessary to the department's operation be assigned specifically to one person. This not only provides for operational economy but again clears the lines for intelligible communications in both directions.

4. Delegation of authority ties in with span of control. When a department becomes so large that one man cannot exercise reasonable control, or when distances become so great that employees and managers have little contact, assistant managers or group leaders should be appointed. However, much misunderstanding develops when such individuals are given responsibility without a parallel degree of authority and status recognition. In many cases, employees cannot understand such an individual's status because it is kept semi-official or may change from day to day or even hour to hour.

It must be remembered that communication is a two-way process. Many business exectives, for example, think they are communicating with their people when they make regular policy statements and announcements over a one-directional loudspeaker or public address system. However, they do not stop to think that it is hard for people to share an idea with a loudspeaker. A telephone is perhaps a little better, but face-to-face contact is best, for we communicate by the lifted eyebrow, the quiet smile or the wave of the hand more effectively than by the spoken word.

The manager who removes the dividing wall will find many new channels of two-way communication open to him

1. routine follow-up with individual members of the working team;

2. group meetings;

3. suggestion programs; and

4. work teams.

All of these channels provide an opportunity for people to share and, consequently, to care.

It should be amply evident by now that two-way communication and effective leadership are components of each other. Here are some guidelines to assist you, the manager, in developing them:
in their development:

1. Set up appropriate goals for each person and each phase of the operation. These goals should be consistent with the goals of the organization and should be suitable to the needs, interests and abilities of the person to whom they are assigned.

2. Recognize that quality performance is achieved only by employees who are competent in current operational skills and thoroughly oriented to organizational or departmental policy. Such competence and orientation can only be derived from training that is ongoing, stimulating and challenging. When the manager or employee stops developing his/her skills, he/she and his/her organization can only regress.

3. Recognize that quality service is rendered only by those who are not content with the same old way. Flowers may grow in a hothouse but hotels and service establishments must thrive in the marketplace. In other words, you seldom learn new ways by remaining behind the closed door of an office. You must spend a considerable portion of your time observing what is going on in your own establishment, in your community and in other organizations within your industry, especially those with a reputation for excellence. You will find that, in this way, your field of communication will definitely grow.

4. If you hope to promote dedication to excellence among your subordinates, you must be committed to the same goal. In other words, if you are to communicate a dedication to quality, you must practice it yourself.

A primary function of management is that of keeping the work force moving towards a common objective rather than towards counter objectives. This is accomplished in general ways through every act of management, but may be accomplished more specifically through individual and group conferences. It is, therefore, appropriate that we should concern ourselves with the art of interviewing individual employees and holding group discussions or departmental meetings.

There are at least two compelling reasons for managers in the hospitality field to improve their communication skills: (1) they must inspire the willing teamwork of many people, and (2) they must learn the status of the operation from many different individuals.

Take, for example, the hotel that offers a package rate (which includes breakfast) for foreign visitors. If the tour operator fails to find out beforehand that the hotel's package includes continental breakfasts only, members of his/her tour group will be understandably upset at paying additional charges for ordering a full breakfast. Good communication can prevent this problem from occurring.

A useful exercise is to chart the communication network of your establishment, the organizational chain of communication as well as the informal communication network. Evaluate your hotel in terms of the free flow of communication, frequency of communication and the responsibility for communication.

To improve your communications network, answer the following questions:

1. What must be done?
2. Who is to do it?
3. What co-operation and co-ordination are required?
4. What must be reported and to whom?
5. Who is responsible for the effectiveness of the communication network?

An effective organizational communication system seeks to give employees a sense of participation and makes them feel important. It fosters a sharing of ideas, the exchange of information, and an understanding which puts all employees on the management team.

Peter Drucker, a management consultant, has pointed out that a manager's effectiveness, no matter what his/her job, "depends on his/her ability to listen and to read, on his/her ability to speak and to write. He/she needs skill in getting his/her thinking across to other people as well as skill in finding out what other people are after".

A very significant question in developing a communication network is to determine what media should be used for each type of communication. Should people receive the information in writing so that they can have a reference to check back on, or should the information be provided in a face-to-face conversation so that employees can ask questions and be certain that they have understood the communication clearly? Should both types of communication be used in order to ensure complete understanding?

MAINTAINING CONTACT UP AND DOWN THE LINE

A personal discussion between each of the various levels of management, from the department head to the manager, is the most effective method of management communication. This system of communication is usually built around the chain of command. The advantage of chain-of-command meetings rests on the opportunity they provide to pass information up as well as down the line. Such meetings also provide an opportunity for employees to participate and help build team spirit.

Management uses a number of other methods to maintain contact up and down the line:

1. Management conferences
2. Bulletins and information releases
3. Letters from the manager
4. Manuals
5. Counselling

Key communications responsibilities of a manager:

1. Assignment making
2. Performance appraisal
3. Business meetings

Often communications can be greatly improved between various levels of management by supplementing important information with visual aids such as bulletin boards, charts, graphs, films, film strips and a suggestion system. All of these methods offer supplementary ways and channels for establishing an effective communications network.

WORKING WITH PEOPLE AND THEIR SYMBOLS

People are so used to thinking in terms of symbols that they frequently attach symbolic meaning to things that are not specifically symbolic in nature. A flower in a buttonhole, the location of an office, the manner in which a person is compensated, all of these can take on a symbolic status meaning. We have our white collar workers and those people whose status is symbolized by their coveralls, aprons or other uniforms.

Since symbols play such an important part in our daily lives, it is small wonder that hospitality industry people have incorporated them into their work world. It must be remembered that although such symbols in themselves may seen trifling or even ridiculous to the person concerned, they represent ideas of security, well-being and status which are not to be trifled with. The wise manager recognizes this fact and strives to learn to read and use the symbols that are as much a part of the hotel operation as are its buildings and furnishings.

Here are some of the symbolic things which are found in the typical hotel:

1. Table linens
2. Food grades, especially meats
3. Diningroom privileges for certain classes of employees
4. Uniforms
5. Work stations
6. Kind of work
7. Insignia of seniority
8. Methods of compensation
9. Initiation of action
10. Cleanliness and furnishings
11. Titles

As has been seen, symbols are not always things. Sometimes actions or the lack of action takes on a symbolic significance as well. Signs of bad weather begin to appear in an organization long before a real grievance situation comes to light. When, in an otherwise smoothly operating hotel, you spot such symobolic weather signs as

- Sullenness
- A drop in production
- Excessive absence
- Unexplained tardiness
- Waste of time or materials
- Multiple annoyances
- Lack of team work
- Multiple personality disputes,

you will probably have real troubles on your hands unless you follow up closely to find the real cause of these surface eruptions or danger signs.

What you and I consider important in life colours our every response and act. As a manager, your values predict the way you react to situations and problems. For example, a waitress pops in the door and shouts "Jack just tripped with a tray of soup!". Manager A asks, "Was he or any customer hurt?" Manager B asks, "Was it spilled on the new rug?" Manager C snaps, "I warned him to slow down last week."

Manager A is first concerned with people. Manager B is first concerned with things. Manager C is first concerned that he/she is right. right. Managers B and C will find that their values get in the way of everything they attempt to do. It makes no difference how noble and unselfish the specific thing or idea is that these managers may wish to promote with their people. Their everyday values will prevent even a momentary halo from shining. Their lack of real interest in their co-workers will keep them from understanding the employees' point of view, their needs, their values, their problems and their symbols.

It takes time to develop understanding. One with understanding knows who to tease about his/her new hat and to whom to pay a formal compliment. He/she knows what is important to the work group and what symbols indicate its importance. Such understanding and alertness to signals or symbols is seldom found in books and is less frequently found in training programs. This is what the people-centered manager learns from long experience and from having listened with his/her heart and mind.

The owner/manager should understand symbols. He/she should recognize that they involve emotional as well as rational factors. He/she must know that he/she cannot remove a symbol without destroying an idea and that he/she must replace the removed symbol with one that the employee can accept as readily. He/she ought to polish the symbols when necessary to keep morale and interest high, but he/she should change them very slowly, never abruptly, whenever new services and means of service demand it.

INTERVIEWING

Direct interviews are those in which the interviewer controls the direction of the interview by asking specific closed or open-type questions. The non-directive interviews are those in which the control and responsibility passes to the interviewee. Usually non-directive interviews are designed to explore feelings and attitudes while a directive interview is largely information-getting in character. It should not be concluded, however, that the directive interview cannot be a means of exploring feelings and attitudes. Much of the good that can be achieved from a directive interview lies in the skill of the interviewer -- how he/she communicates and how he/she asks questions.

DIRECTIVE INTERVIEW

Here are some general suggestions for the conduct of directive interviews:

1. Determine what you want to accomplish. You should have a definite objective in mind before you request the interview. It is frequently helpful to write out exactly what information is desired and what questions should be asked during the interview.

2. Know the interviewee. Get as much background information as possible regarding him/her. Speaking with other people and examining written records will be helpful to you before the interview.

3. Set the time. Set aside a mutually acceptable time for the directive interview. Notify the other person in advance.

4. Provide for privacy. Make sure that for the time of the interview you will not be needlessly interrupted by other persons. Don't interview in open spaces.

5. Inventory your own attitudes. By closely examining your own objectives, you can frequently obtain some idea as to the way in which your desires and goals may influence the trainee. Practice taking the interviewee's point of view. Even in the most structured and directed interview, it is desirable to get some feeling for the interviewee's attitude and points of view.

CONDUCTING THE DIRECTIVE INTERVIEW

In a directive interview it is possible to establish an atomosphere in which the interviewee feels free to talk to you and to expose his/her ideas and feelings. In the final analysis this is demonstrated by showing a high degree of acceptance of the interviewee's point of view without becoming angry and by being willing to listen to him/her closely. Here are some guidelines:

1. Allow the interviewee time to get accustomed to his/her surroundings.

2. Aim to make him/her feel he/she is an equal who can exchange ideas and opinions with you.

3. Start the interview by talking about something in which you feel the interviewee is interested.

4. After the interviewee has made comments, show that you have understood by making your comments relate to what he/she has said.

5. Allow plenty of time for the interview. Recognize that it takes time for a person to begin to talk easily and openly to the interviewer. Frequently the interview process is an opportunity in which the interviewee begins to associate what is being said with his/her own past experience and personal feelings. Therefore, a relatively permissive atmosphere must be established in which the interviewee's mental process has time to begin functioning in regard to the topic under discussion.

6. Allow for a period of time in which the interviewee's answers to direct questions or responses to direct statements are somewhat hazy and confused. At this time, the pace must slow down to let the interviewee think about the questions and examine them from several points of view. Don't try to force quick and clear-cut answers to these questions. Frequently the interviewee will become more confused. Your attitude in reflecting a relaxed and tolerant point of view results in the interviewee seeing you in a more favourable light during the interview. In short, it is necessary for you to adjust to the mental alertness and speed of the interviewee.

7. Pay particular attention to the close of the interview. In a surprisingly large number of cases, as the interviewee begins to feel that the interview is coming to a close, his/her remarks become more important. Therefore, the last five minutes of the interview can be most productive if you are alert to any chance or apparently random remarks the interviewee makes.

CONDUCTING GROUP MEETINGS

In matters involving basis orientation of new employees or presentation of entirely new information or procedures, it is generally agreed that a straight group talk, a lecture, a film or a visual presentation should be used. When the group knows enough about the subject to discuss it intelligently and to state some worthwhile opinions or ideas, one then moves into the discussion or conference stage. Such a transition may take place immediately or after a whole series of orientation presentations. Some leaders make the mistake of trying to discuss ideas or problems which the employees know little about.

Meetings, therefore, may involve active or passive participation on the part of the group. Some meetings are conducted merely to transmit information. The group, in such instances, participates passively: they sit back and listen, they view a training film, they witness a demonstration. In a true group meeting, however, members participate actively by conferring, exchanging ideas or analyzing a talk, a training film or a demonstration. To secure such participation, a worthwhile conference must be well planned and prepared.

The conference method, when used wisely by a competent leader, can go far into welding the group into a cohesive team. It can get everyone back on the same track, keeping the real purpose of the department and its service to guests uppermost in the employee's mind. It can give each employee an opportunity to score his round, show his colours and make a visible contribution to the thinking of the entire group. The conference method is also another means of meeting the individual's basic needs for recognition, for security in the group and for freedom of expression.

Remember that each person is unique and that he/she wants to make a unique contribution. Whether he/she works with you or against you is entirely up to you and the way you channel his/her efforts.

A conference is an oral exchange of thoughts and observations about a specific problem, situation, objective or need, with a view toward collective information and opinions, or securing acceptance of a viewpoint or conclusion. Suggestions for conferences are offered here as an aid to the understanding of the conference method:

1. Prepare group members beforehand by letting them know the time, place and purpose of the meeting.

2. Select a time and place suited to the purpose, convenience and comfort of the group.

3. Start cordially and on time. Put group at ease with a casual approach to the conference subject.

4. State the topic to be discussed or the objective to be obtained, together with any limiting factors or conditions.

5. Define procedure to be followed.

6. Stimulate the discussion and draw out group members. State facts as facts and opinions as opinions. Use visual aids, encourage participation, get reactions from everyone.

7. Keep the discussion on the beam - that is, control its direction and avoid personal arguments. Prevent the monopolization of the discussion by one or two persons and summarize frequently.

   Gain acceptance - that is, work toward a conclusion that is acceptable to the majority.

ASSIGNMENT MAKING

There is extensive evidence that assignment making is probably the most critical of all management contacts, and one which most often results in serious losses in time and money as well as frustration on the part of both the order giver and receiver. It takes considerable skill as a communicator to achieve mutual understanding as to what needs to be done and to give the assignment in such a way that the employee wants to do it. Here are some useful suggestions:

1. Make sure the employee is qualified. The extent to which the employee is qualified beyond the necessary minimum, whether he/she has handled previous assignments of the same nature and whether he/she has knowledge of the procedures to be used, will determine how much detail the manager must go into in making an assignment.

2. Tell the employee the problem to be solved or the objective to be reached. It is more important to tell the employee where he/she is to end up than it is to tell him/her how to get there. If he/she knows his/her objectives he/she can keep going, even though obstacles may arise in doing the job in one particular way. He/she may even figure out a better way of achieving the result.

3. Ask the employee to suggest the best way of reaching the objective. When it comes to the best way of doing a job, the employee may be more expert than the manager. In any case he/she will tackle the job more energetically if he/she knows that he/she contributed ideas to its input.

4. Make clear when the job must be completed and why, but ask the employee if he/she thinks he/she may encounter any problems in getting it done on time. The employee usually has a better picture than his/her manager of the other work he/she has to do, when it is needed, and how much the new job will interfere. Establish agreement with him/her as to priorities and as to what is reasonably possible.

5. Make it clear to the employee when you want him/her to check back with you. Reach agreement as to whether the employee is free to complete the assignment on his/her own or whether you want to keep control. If you do, at what points do you want to check back with the employee after completing or before taking a certain step, etc.?

6. Make the limits of the employee's authority clear to him/her. How much money can he/she spend? Can he/she request help from fellow employees? Whom can he/she contact? What degree of latitude does he/she have in using his/her own judgement to make changes, overcome obstacles, etc.? What other limitations are there that he/she must observe?

7. Invite the employee to come to you if he/she needs help. It is far better that he/she should come to you than to become frustrated by not knowing how to proceed if some unforeseen obstacles come up which he/she cannot handle.

Obviously making an assignment in this way will take a little longer, but since these are all things that have to be settled anyway, often after mistakes have been made and time has been lost through misunderstandings, isn't it better that they be made clear at the beginning?

HANDLING COMPLAINTS

According to most authorities employee complaints are a healthy sign. Complaining is a sort of safety valve which permits people to let off steam. It is a matter of fact that during World War II, the most effective fighting units in the service were those that did the most complaining. It's when we don't hear the complaints that we should worry. We might have an explosive situation on our hands. Below are some guidelines for handling complaints:

- In a complaint situation both manager and employee are under pressure from anxiety, anger, misunderstanding, etc.
- The manager should understand that an employee is emotional, that he may not say what he/she may not say what he/she means or may say things he/she really doesn't mean.
- The manager should not jump to the conclusion that an employee is wrong.
- An employee should be given an opportunity to tell the full story behind his/her complaint.
- A complaint should not be discussed while either or both parties are upset.
- The manager should strive to establish a calm, unemotional atmosphere.
- The manager should encourage a worker to tell his/her story. He/she can do this by displaying a relaxed friendly manner, listening with an open mind, and demonstrating a sincere interest in the worker.
- The manager should get all available information before taking action.
- Both parties should part on friendly terms.

We have said that once a manager has discussed a complaint with an employee and has encouraged the employee to tell his /her full story, he/she should check the facts behind the complaint, the manager should take immediate action to rectify the problem situation.

REJECTING THE COMPLAINT

There may be occasions when it is necessary to reject the complaint. Let's consider some of the steps we can take to accomplish this.

- There are hidden reasons behind most complaints. That is to say that employees often complain about one thing when they are really troubled about something completely different.
- To handle a complaint successfully, the manager must know what's really troubling the employee. However, hidden reasons can't be forced out. Through sympathetic listening, the manager must encourage the employee to volunteer the information.
- When the hidden problem is revealed, the manager should attempt to understand the employee's point of view and to demonstrate a sincere interest in it.
- When facts don't support an employee's complaint, the complaint must be diplomatically rejected.
- In rejecting a complaint the manager should support his/her decision with sound reasons and facts.
- The manager should exercise caution and good judgement in discussing the employee's personal problems.
- The employee should be given the impression that he/she has been treated fairly.

In summation then, as far as rejecting an unjustified complaint is concerned, the discussion with the employee should include:

1. Appreciation for his/her frankness in taking up the problem with you.
2. Your understanding of his/her point of view.
3. Reassurance that you are interested in his/her future even if you can do nothing about his/her situation now.

THE LAW

A great deal of provincial and federal legislation exists that concerns you as an employer. Some highlights of this legislation are outlined below, but more detailed information can be obtained by contacting the Manitoba Department of Labour and Manpower's Employment Standards Branch, the Workers Compensation Board and the Manitoba Human Rights Commission. Revenue Canada and the Canadian Employment and Manpower Commission are the province's federal counterparts.

As an employer, the most important thing to remember is to beware of dealings with individual employees that contravene various provincial labour laws (eg. any arrangements regarding overtime that have not been approved by the Board, or arrangements in a collective agreement).

EMPLOYMENT STANDARDS

STANDARD HOURS OF WORK

The standard number of hours of work for an employee is eight hours per day and forty hours per week. Exceptions to these hours can be made through collective agreements and by order from the Manitoba Labour Board.

OVERTIME

Where employees work for more than the standard number of hours, they are entitled to be paid overtime rates for each hour or part of an hour that they are required to work. The standard overtime rate in Manitoba is one and one half times the regular rate of pay. Generally overtime is paid for all hours worked after eight hours a day and forty hours a week.

MINIMUM WAGES

	JULY '82 and thereafter*
General Hourly Rate 18 years of age and over	$4.00
General Hourly Rate Under 18 years of age	$3.55

*Check with the Department of Labour for any changes.

PAID GENERAL HOLIDAYS

There are seven paid general holidays: New Year's Day, Good Friday, Victoria Day, Dominion Day, Labour Day, Thanksgiving Day and Christmas Day.

The following regulations apply to general holidays:

FOR EMPLOYEES NOT WORKING ON THE GENERAL HOLIDAY

In order to be paid for a general holiday that falls on a regular working day employees:

a) Must have earned wages for part or all of each day on at least fifteen days in the thirty days immediately before the general holiday.

b) Must report to work on the general holiday if the employer calls them to work.

c) Must not stay away from work without the employer's consent, either on the regular working day immediately before or after the general holiday.

FOR EMPLOYEES WORKING ON THE GENERAL HOLIDAY

Employees who qualify to be paid for the general holiday and who work on that day must be paid the regular rate of pay for that day and, in addition to that, one and one half times the regular rate of pay for all hours worked on the general holiday.

EXAMPLE:

Regular hourly rate	$4.00 per hour
Regular no. of hrs. per day employee works	8
Regular wages for a day	$4.00 X 8 = $32.00
Hourly rate of pay for general holiday at 1 1/2 times	($4.00 X 1 1/2) $6.00 hr.
Number of hours worked on general holiday	8
Total wages earned for general holiday	$32.00 + $48.00 = $80.00

COMPENSATORY TIME OFF

Employees of gasoline stations, hospitals, hotels, restaurants, continously operating plants, amusement places, seasonal industries (excluding the construction industry) and domestic services are not entitled to be paid for working on a general holiday if they are given compensatory time off with pay from their employer.

The time off must be given within thirty days of the general holiday except in cases where, at the employee's request, there is agreement on a date to be taken which is more than thirty days after the general holiday. Similar rules apply for Remembrance Day.

EMPLOYEES WORKING ON A GENERAL HOLIDAY WHO DO NOT QUALIFY TO BE PAID FOR THE GENERAL HOLIDAY

If employees do not qualify to be paid for the general holiday but work on that day, they must receive one and one half times their regular wages.

VACATIONS WITH PAY

If employees have worked a year for an employer and have put in ninety-five percent of the regular working time, they have the right to a vacation of two weeks with regular pay. (Regular working time does not include vacation time or, up to a maximum of thirty working days, time off due to illness or absence authorized by the employer.)

If employees have not worked ninety-five percent of the regular working hours, they do not have the right to time off for a vacation. However, they still have a right to vacation pay -- that is, four percent of regular earnings for that year excluding overtime.

Employees who are let go or who quit work before completing one year of service must receive four percent of total regular earnings as vacation pay.

"Employees may have a right to three weeks vacation with pay if:

a) They have worked for the same employer for at least 50 percent of the regular working in each of four years; and
b) the four years mentioned in part (a) is completed within a ten year period and;
c) the employee has worked ninety-five percent of the regular working hours in the fifth year and has completed the fifth year of employment".

If these requirements are not met, the employee does not have the right to three weeks off but still has the right to vacation pay equal to six percent of total regular earnings, provided the fifth year is completed and all other requirements are met.

TERMINATION OF EMPLOYMENT

Employees who have worked for an employer for more than two weeks are entitled to receive notice if they are being let go. An employer also has the right to receive notice from an employee who is quitting a job.

Except where there is a customary practice which establishes a different period of time, or where there is just cause for termination, the length of notice must be equal at least, to one pay period. If an employee does not give proper notice, an employer may be entitled to claim wages equivalent to the notice period that should have been given. Employers and employees can make claims through the Employment Standards Branch.

EMPLOYMENT OF CHILDREN

In order for a person under the age of sixteen to legally work in Manitoba, they must obtain a written permit. An "Application for Child Employment" is available from the Employment Standards Branch.

The application must be signed by the child's parent or guardian, the prospective employer and the child's school principal, when the work period occurs during the school year.

Employers must certify that the work or service the child will be performing will not harmfully affect the child's safety, health or moral well-being.

EQUAL PAY FOR EQUAL WORK

No employer can differentiate between his male and female employees by paying a female employee at a rate of pay less than the rate of pay given to a male employee, or vice versa, for substantially the same kind of work performed under similar working conditions in the same establishment, when the work requires the same skills, effort and responsibility.

MATERNITY LEAVE

Every female employee who has completed twelve consecutive months of employment with an employer is entitled to be granted seventeen weeks of unpaid leave of absence for maternity leave.

To qualify for maternity leave, a pregnant employee should give her employer an application, in writing, at least four weeks before the day which she intends to commence leave. As well, a certificate from a medical practitioner certifying that she is pregnant and specifying the estimated date of her delivery must be presented to the employer.

At the end of the maternity leave, an employee who wishes to resume employment must be re-instated by her employer in the same position she occupied at the commencement of her leave or in a comparable position with not less than the same wages and benefits.

RECORDS

Detailed employee records, particularly in regards to hours worked, vacation or sick leave are simple to keep and necessary.

An employee's employment with the current owner and the new owner may be deemed continuous notwithstanding the change in ownership, and where accrued vacation wages are not paid by the current owner, the new owner may be held liable for such payment.

If you acquire a business, the current owner can lay off or terminate employees and you rehire. Check into this before you close the deal. Nevertheless, obtain accurate information from the previous owner.

In addition to statistical information, it is also more business-like to keep a file on each employee regarding his/her performance. More on this when we discuss discipline.

OTHER RELEVANT PARTS OF THE ACT

CALL IN PAY

Except in rural areas (hotels, theatres and restaurants only) and for persons under 16, you must pay a minimum of three hours pay if you do not use someone you have scheduled to work and who has reported to work. The employer must provide three hours work or pay equivalent to not less than three hours of the applicable minimum wage, i.e. three hours at $4.00, two hours at $6.00, one hour at $12.00.

TRANSPORTATION COSTS OF FEMALE EMPLOYEES

If required, you are responsible for the transportation costs of female employees if they work after 12 midnight or begin work between 12 midnight and 6 a.m. Bus transport is not considered suitable. Transportation is one area where "deals" with employees can backfire should termination occur.

UNIFORMS

You may charge for required uniforms or their maintenance with the signed agreements of your employees only if the amount you deduct from their pay does not decrease their pay to below the minimum wage for their regular work week. Tips cannot be used in this calculation.

Even if this amount meets the above criteria, the employee may have it lowered, if, in the opinion of the Department of Labour, it is exorbitant.

For further information on employment standards phone:

(204) 944-3352 (Winnipeg)
(204) 778-4411 (Thompson)
(204) 728-7000 (Brandon)

Or phone toll free 1-800-852-2700.

GUIDELINES: PRE-EMPLOYMENT INQUIRIES

In order for you to meet the legal obligations regarding fair hiring, we are listing some guidelines below. Further information is available from the Manitoba Human Rights Commission at (204) 944-3007.

INTRODUCTION

Manitobans have had legal protection from discrimination in employment since 1970, when the Human Rights Act was first proclaimed, and 1971, when The Human Rights Commission was established to enforce the Act which prohibits discrimination on the basis of race, nationality, religion, colour, sex, age, marital status, ethnic or national origin, political belief or family status.

Discrimination in recruitment practices (eg. advertising, application forms, job interviews, job orders, etc.), working conditions (eg. fringe benefits, wages, lay-offs, suspensions, dress codes, employee benefit plan, etc.), promotions, dismissals, trade union or occupational association membership and employment agency referrals are all specifically covered. Since 1977, the employment provisions of the Human Rights Act have been extended to cover training for employment as well.

PURPOSE

Employment application forms and pre-employment interviews are generally screening instruments for eliminating, at the early stages, unsuited or unqualified persons from employment consideration. Such gathering of facts about a prospective employee is an important part of recruitment and selection procedures. However, some of the information traditionally requested is not always relevant to job performance and could be used to restrict or deny employment opportunities for certain classes of people. The Manitoba Human Rights Act prohibits such denial of employment opportunities, whether inadvertent or intentional.

The Commission does not regard the limitation on pre-employment inquiries as a guarantee, in itself, against discriminatory hiring. Pre-employment inquiries are only one aspect of employment recruitment.

GENERAL PRINCIPLES

One of the functions of the Human Rights Commission is to promote the principle of equality of opportunity. To ensure equality of opportunity, application forms and interviews should be designed so as to select persons on the basis of:

a) bona fide (genuine) qualifications relevant to job performance,
b) individual merit rather than group generalizations or sterotypes that might not apply to that particular individual.

Where sex, age, marital status, physical handicap, or political belief might be considered a reasonable and necessary requirement for the position, the Act provides for exceptions to be granted.

WHAT DOES THE ACT SAY?

Section 6(4)

"No person shall use or circulate any form of application for employment or make any written or oral inquiry that expresses either directly or indirectly any limitation, specification or preference as to race, nationality, religion, colour, sex, age, marital status, physical handicaps, ethnic or national origin, or political belief or family status of any person or that requires an applicant for employment to furnish any information concerning those particulars".

WHAT DOES THIS MEAN?

Any application for, interview or test, whether written or oral, which either directly or indirectly expresses a preference by eliciting information on the race, nationality, religion, colour, sex, age, marital status, physical handicap, ethnic or national origin, political belief or family status of the applicant is unlawful.

Applicants should not be encouraged to volunteer information which is forbidden by law on application forms, resumes or during interviews. It is in the employer's best interest to show non-discriminatory hiring policies by not having such information at hand.

WHO IS RESPONSIBLE?

Any person using or circulating employment application forms or making written or oral pre-employment inquiries in Manitoba is covered by the Human Rights Act, including:

- any employer whether located in the province or outside the province, who is recruiting in Manitoba,
- any employment agency, employment service, educational institution or any person who is requested by an employer to refer candidates with or without a fee,
- any trade union, occupational association or employers' organization in which membership is a prerequisite to carry on a trade, occupation or profession.

Employers are responsible for the actions of their employees.

WHAT ARE MY RIGHTS AS AN EMPLOYER?

Employers have the right to use their discretion in selecting the most appropriately qualified person for the job. Differences in qualifications, experience and abilities for jobs vary greatly among individuals and may be recognized by employers in recruiting for positions.

Employers have the right to obtain all the information they require about applicants relevant to job performance, provided the questions they ask do not elicit information which could be used for discriminatory purposes.

Employers have the right to define qualifications necessary for satisfactory job performance, provided that these qualification standards are applied equally to all persons regardless of race, nationality, religion, colour, sex, age, marital status, physical handicap, ethnic or national origin, political belief or family status.

APPLICATION FORMS AND INTERVIEWS

In devising or reviewing application forms or in conducting interviews, employers should keep in mind the following:

1. Could the answers to this question have an unfair effect in screening out special classes of persons as defined by the Human Rights Act?

2. Is this information really necessary to determine an applicant's competence or qualification for the job?

The following chart indicates the kinds of questions which are permitted as well as those which are prohibited under Manitoba Human Rights legislation. The guidelines do not preclude the possibility that inquiries listed may be unlawful on more than one ground.

These guidelines do not cover all questions which can be asked of applicants. The inquiries listed are for illustration purposes only and attempt to answer the questions most frequently asked concerning Human Rights legislation.

LAWFUL	INQUIRIES BEFORE HIRING	UNLAWFUL
Previous name under which applicant has been educated or employed.	1. Name	a) Inquiry into previous name for purpose other than education or employment. b) Maiden name.
a) Present address and length of residence in the province or country. b) Previous addresses in Canada.	2. Address	Inquiry into foreign addresses which may indicate national origin.
a) May ascertain if applicant is under the age of majority, or if the applicant is 16 years or under in accordance with the Employment Standards Act. b) Inquiry as to age after a hiring decision is made, pertaining to employee benefit plans, income tax deductions, etc. c) For lawful exceptions, see page 9.	3. Age	a) Request birth certificate or baptismal record or any other information regarding age. b) Inquiry as to whether applicant is over the age of retirement.
a) For purposes of addressing the applicant, an inquiry as to whether applicants are "Mr., Miss, Mrs., Ms." will be acceptable, provided it is clearly designated as "optional". b) For lawful exceptions see page 9.	4. Sex	a) Any inquiry as to sex on the application form. b) Different application forms for males and females (eg. filed separately, colour-coded, computer-coded, coded in any way.

LAWFUL	INQUIRIES BEFORE HIRING	UNLAWFUL
a) For purposes of addressing the applicant, an inquiry as to whether the applicant is "Mr., Miss, Mrs., Ms." will be acceptable, provided it is clearly designated as "optional". b) "Are you willing and able to travel or be transferred to other areas of the province or country?" c) For lawful exceptions see page 9.	5. Marital Status	a) Inquiry as to whether applicant is single, married, remarried, engaged, divorced, separated, widowed, living commonlaw. b) Any inquiry as to applicant's spouse (eg. "Is spouse subject to transfer?")
"Are you willing and able to travel or be transferred to other areas of the province or country?"	6. Family Status	a) Inquiry as to number of children or dependents. b) Inquiry as to child care arrangements. c) Inquiry as to whether applicant is pregnant, on birth control or has future childbearing plans.
	7. Birthplace, Nationality, Ethnic or National Origin	a) Any inquiry as to birthplace. b) Applicant's nationality, or nationality of parents, grandparents, relatives, or spouse. c) Any other inquiry as to ethnic or national origin (eg. birth certificate, mother tongue).
"Are you legally entitled to work in Canada?"	8. Citizenship	Any inquiry into citizenship which should tend to divulge applicant's nationality, ethnic or national origin.
Inquiry into Canadian military service.	9. Military Service	Inquiry into all military service.
Inquiry into which language applicant speaks, reads or writes.	10. Languages	a) Mother tongue. b) Where knowledge of language skills was obtained.
	11. Race or Colour	Any inquiry which would indicate race, colour, or complexion, including colour of eyes, hair or skin.
May be required after hiring for identification purposes.	12. Photographs	Request photograph.
a) Inquiry as to willingness to work shifts or required work schedule.	13. Religion	a) Any inquiry as to willingness or availability to work on a specific religious holiday. b) Any inquiry that may reveal religious denomination, affiliation or preference. c) Church attended, religious holidays, customs observed or religious dress. d) Request reference or recommendation from paster, priest, minister, rabbi or other religious leader.

LAWFUL	INQUIRIES BEFORE HIRING	UNLAWFUL
For lawful exceptions, see page 9.	14. Political Belief	Any inquiry as to political belief, affiliation or preference.
Inquiry into what academic, professional, vocational or technical schools attended, nature and level of education received.	15. Education	
Inquiry as to previous work experience.	16. Previous Experience	
a) Inquiry as to whether applicant has any physical handicaps or health problems affecting the job(s) applied for. b) Inquiry as to any physical handicaps or health problems that applicant wishes to be taken into consideration when determining job placement. Note: While an inquiry into any physical handicaps or health problems affecting employment "generally" will not be considered unlawful, the alternatives suggested above are preferable. This is to discourage applicants from volunteering information on handicaps which may not be relevant to the jobs applied for and could possibly be used to discriminate.	17. Physical Handicap	a) Request that applicant list all physical handicaps or health problems. (This would tend to divulge handicaps or health conditions which are not necessarily relevant to job performance.)
a) A medical form or examination by a physician may request information otherwise prohibited that may be relevant in determining physical fitness for the job (eg. sex, age, marital status, family status, etc.). b) Statement by employer that offer may be contingent on passing a physical examination.	18. Medical Information	a) It is unlawful for the employer to make prohibited inquiries in the context of soliciting medical information on an application form or during an interview. b) Any medical or health inquiry by an employer which may reveal applicant's sex, marital status, family status, or other prohibited grounds (eg. number of pregnancies, date(s) of delivery, method of delivery, method of birth control, nature of menstral periods, number of dependents, etc.).

LAWFUL	INQUIRIES BEFORE HIRING	UNLAWFUL
Inquiry into membership in any organization, with the qualification that applicant is not required to list any clubs or organizations that indicate race, religion, colour, sex, age, marital status, physical handicap, ethnic or national origin/ or nationality, political belief or family status.	19. Organizations	Request that applicant list all clubs or organizations where membership is held.
Inquiry into name and address of person to be notified in case of emergency.	20. Relatives	a) Inquiry into name and address of next of kin to be notified in case of an emergency and his or her relationship to the applicant. (This could reveal marital status or family status.) b) Inquiry as to whether applicant has any relatives employed by the employers.
a) Request from references information pertinent to job performance (eg. work experience, ability, character).	21. References	Any inquiry from a reference which would reveal applicant's race, religion, colour, sex, age, marital status, physical handicap, ethnic or national origin, political belief or family status.
a) Notice to applicant that the holding or falsification of any information or material facts relevant to the position will be cause for rejection or dismissal. b) Request consent of applicant for personal investigation.	22. Miscellaneous	

RESUMES

Whenever possible, employers should actively discourage candidates from volunteering information on resumes that is otherwise prohibited on application forms or through oral interviews.

"OPTIONAL" INQUIRIES

Except as noted in items 4a) and 5a) of the previous chart, prohibited inquiries marked "optional" will be considered contrary to the Human Rights Act. Such inquiries tend to have a coercive effect on an applicant to answer questions, for he/she either fears jeopardizing his/her application or being placed at a competitive disadvantage with another applicant who supplies the information.

If the answer to an "optional" question is not required to assist in the selection or hiring decision, then the inquiry should be omitted entirely or asked only after the hiring decision has been made.

EXCEPTIONS

The Manitoba Human Rights Act provides that certain designated occupations may be exempted if they meet one of the following criteria:

1. Bona Fide Occupational Qualification (BFOQ)

   a) Sex, Age, Marital Status, Physical Handicap, Political Belief.

Section 6(6)

"The provisions of this section relating to any discrimination, limitation or preference for a position or employment based on sex, age, marital status, physical handicap, or political beliefs do not apply where sex, age, marital status, physical handicap, or political belief is a reasonable occupational qualification and requirement for the position of employment".

This means that where sex, age, marital status, physical handicap, or political belief are reasonable, necessary requirements to perform the job, then the exception is warranted. But there must be a factual basis for believing that virtually all members of the excluded group would be unable to perform the duties of the job involved.

The Commission believes that this exception should be interpreted narrowly. The following situations are recognized as those where an exception may be based on a BFOQ:

a) where it is necessary for the purpose of authenticity or genuineness (eg. a female to model feminine apparel, inquiry as to sex permitted),
b) where public decency demands that one group be given preference over another in performing a particular function (eg. a male to work as an attendant in a men's washroom: inquiry as to sex permitted),
c) where it is necessary to guarantee loyalty, trust or confidentiality (eg. Liberal party member for Executive Secretary of the Liberal party: inquiry as to political belief permitted).

The following situations are not considered to warrant a bona fide occupational qualification exception:

a) Excluding groups from employment because of sterotyped generalizations (eg. that older workers lack physical vigour).

b) Excluding groups because of generalizations about the comparative employment characteristics of one group over another (eg. that women with children have a greater risk of absenteeism).

c) Excluding groups because of prejudicial preferences of co-workers, clients or customers (eg. "My customers might object to being served by a black salesclerk").

d) Excluding members of one sex because the employer may have to provide separate facilities (eg. refusing to hire female lifeguards because accommodations for women are lacking).

Here, the onus is on the employer to provide adequate facilities unless doing so would pose undue hardship on him/her. New health regulations also stipulate circumstances where it is obligatory to provide such facilities.

e) Excluding groups because members of another group have traditionally been hired for such work. Historical tradition will not merit the granting of a BFOQ exception, (eg. women only for secretaries or nurses).

A convenient test for a BFOQ is to ask if a person from the excluded class could do the job. If the answer is "yes", then an exception is probably not warranted.

Where an employer refuses to hire an individual on the basis of sex, age, marital status, political belief or physical handicap, and a complaint is lodged, the onus is on the employer to demonstrate to the Human Rights Commission that sex, age, marital status, physical handicap or political belief is a reasonable occupational qualification. The Commission may be consulted for its opinion in advance as to whether the exception applies to a particular case. Information as to job description and basic reasons for preference must therefore be supplied.

If an exception is applicable on one or more of these grounds, the employer may request otherwise prohibited information from the applicant.

Section 6(10)

"The provisions of this section prohibiting the discrimination against a person for a position or employment by reason of the physical handicap of the person do not apply where the nature and extent of the handicap reasonably precludes or renders the person incapable of satisfactorily discharging the duties of that position".

Section 6(11)

"Notwithstanding subsection (10), no person shall refuse to employ a person who is physically handicapped, if the person has adequate training and experience and is qualified and capable of carrying out the duties and functions of the position".

Because it is often difficult to be aware of all the specific physical handicaps which may affect employment, general inquiries about physical handicaps affecting employment are permissible.

Inquiries about specific physical handicaps are also permissible if they are relevant to the position applied for.

In determining whether or not a specific physical handicap is relevant to the job, some of the following principles can be used as a guide:

a) Would the handicap create a hazard to the safety or health of the individual, other employees, clients or customers? (eg. A paraplegic working on a high hazard industrial construction; a person with impaired vision driving a vehicle.)

b) Would the handicap preclude the person from satisfactorily performing the duties of the job? (eg. A person with a speech impediment working as a radio announcer.)

In the above situations, inquiries as to those specific handicaps would be permissible.

Where, on a pre-employment inquiry, an employer requests information pertaining to a specific physical handicap that he/she considers relevant to job performance, the inquiry itself is acceptable. However, the information should not be the basis of refusal if the employer can reasonably accommodate the handicapped applicant, unless the accommodation would impose an undue hardship on the employer. An accommodation may include, for example:

a) Provision or an entrance ramp or a lowered desk surface for an employee confined to a wheelchair, where this does not impose an undue hardship on the employer.

b) Provision of a braille typewriter for a blind employee, where this does not impose an undue hardship on the employer.

The Commission will assess each individual case to determine what accommodation would be reasonable.

As in the case of bona fide occupational qualifications, the following situations are not considered to warrant an exception:

a) Refusing handicapped persons because of stereotyped generalizations, (eg. physically handicapped people incapable of one physical function are limited in all functions).

b) Refusing handicapped persons because of generalizations about their employment characteristics, (eg. physically handicapped people are too emotionally sensitive to work with the public or under pressure).

c) Prejudical preferences of co-workers, clients, or customers (eg. refusing physically handicapped people because they may elicit negative, patronizing or uncomfortable feelings).

Where an employer refuses to hire an individual on the basis of a physical handicap and a complaint is lodged, the onus is on the employer to demonstrate that the applicant could not do the job satisfactorily within the meaning of Section 6(10).

2. Age of Majority

Section 6(9)

"Nothing in this section prevents a person from limiting the employment of a person under the age of majority or from classifying or referring to a person under the age of majority for employment in accordance with the provisions of any provincial law regulating the employment of persons under the age of majority".

The Human Rights Act does not apply to certain occupations that are required by law to be restricted to persons over the age of majority. For example, it is permissible to ask:

a) A store clerk for a liquor store: "Are you 18 years or over?"

b) A chauffeur requested for emergency vehicle driving: "Are you 18 years or over?"

Employers may also restrict employment to persons 16 years of age or under in accordance with the Employment Standards Act.

PRE-EMPLOYMENT AND POST-EMPLOYMENT INQUIRIES

These guidelines pertain only to inquiries made prior to employment. In some cases a question may be asked after hiring if it is necessary for personnel purposes, eg. a photograph for identification, the number of dependents for income tax deductions, age as it pertains to employment benefit plans.

The Commission encourages employers to keep post-employment inquiries separate from pre-employment inquiries. Where post-employment inquiries are contained on the same form, they should be marked distinctly as "TO BE COMPLETED AFTER HIRING ONLY".

Employers are cautioned that any information obtained after hiring must not be used as a basis for subsequent discrimination in working conditions (eg. wages, promotion, lay-offs, employee benefit plans, etc.). The Commission therefore urges employers to ensure that all employment inquiries, whether prior to or after hiring, are job-related and necessary.

THE SPIRIT OF THE ACT

In addition to prohibiting specific kinds of discrimination as outlined above, the Manitoba Human Rights Act also empowers the Commission "to further the principle of equality of opportunities and equality in the exercise of civil and legal rights regardless of status". The Commission therefore encourages all employers to respect the spirit as well as the letter of the law by ensuring that:

1. all pre-employment inquiries are job-related, and

2. all applicants are selected on the basis of individual merit rather than sterotyped assumptions of any class of persons to which they may belong.

The guide on the following page is intended to assist employers who wish to make hiring practices a reflection of their good faith as equal opportunity employers. Although employers are not obliged by law, the Commission encourages employers to refrain from asking these questions in general unless the answers are relevant to a particular position.

Encouraged	Inquiries Before Hiring	Discouraged
Inquiry as to whether applicant is bondable.	1. Criminal or Conviction Record	Inquiry as to whether applicant has ever been arrested or convicted of a crime.
Inquiries related to (b), (c), and (d) may be required where relevant to job performance, eg. employment in financial institutions.	2. Economic Status	a) Inquiry as to whether applicant owns home, rents or boards. b) Inquiry as to credit rating of applicant where such information is not a bona fide occupational qualification. c) "Give particulars of debts, liabilities, mortgages, loans". d) "Have you ever been bankrupt?"
Inquiries as to whether applicant has had any industrial accidents related to the job applied for and the nature of the accident.	3. Worker's Compensation	Inquiries as to whether applicant has received or filed claim for compensation for an industrial accident or injury.
Request for reference.	4. Personal	"Do you live with your parents? If not, with whom do you live?"
Testing or scoring an applicant in a language skill, only if it is necessary for adequate job performance.	5. Language Skills	Testing or scoring an applicant in language proficiency when language skill is not a requirement of the work to be performed.
	6. Physical Appearance	Inquiry as to whether applicant would be willing to conform to standards of appearance or dress code set out by employer, or inquiries about the applicant's appearance, where appearance is not relevant to job performance (eg. hair length, attractiveness, etc.).
Differential height and weight requirements will not be considered discriminatory if they have the effect of equalizing opportunities for members of minorities and for women whose physical size does not normally meet the standard requirements (eg. differential height and weight requirements for male and female police officers or fire fighters).	7. Height and Weight	Height and weight requirements which are not relevant to job performance and which have the effect of denying certain classes of people who do not meet the requirements (eg. because of race or sex).

EMPLOYMENT ADVERTISING

The following are a few guidelines regarding the law as it pertains to pre-employment advertisements.

GENERAL PRINCIPLES

One of the functions of the Human Rights legislation is to promote the principle of equality of opportunity. In employment, persons should be selected on the basis of:

- bona fide (genuine) qualifications relevant to job performance,
- individual merit rather than group generalizations or stereotypes that might not apply to that particular individual.

Where sex, age, marital status or political belief might be considered a reasonable or necessary requirement for the position, the Human Rights Act provides for exceptions. (See section on exceptions below.)

WHAT DOES THE ACT SAY?

Section 6(2)

"No employer shall publish, display, circulate, or broadcast or cause or permit to be published, displayed, circulated or broadcast, any words, symbol or other representation that indicate directly or indirectly that race, nationality, religion, sex, age, marital status, physical handicap, ethnic or national origin, or political belief or family status, is or may be a limitation, specification or preference for a position of employment".

Section 6(3)

"No person shall publish, display, circulate, or broadcast or cause or permit to be published, displayed, circulated or broadcast any advertisement for a position of employment for or on behalf of an employer

a) that contains any words, symbol, or other representation; or
b) that is under a classification or heading;

indicating directly or indirectly that race, nationality, religion, colour, sex, age, marital status, physical handicap, ethnic or national origin, or political belief or family status is or may be a limitation, specification or preference for the position of employment".

WHAT DOES THIS MEAN?

Any advertisement relating to employment, apprenticeship programs and on-the-job training programs that expresses directly or indirectly that race, nationality, religion, colour, sex, age, marital status, physical handicap, ethnic or national origin, political belief or family status may be a preference for employment is illegal.

Descriptive wording or use of language which tends to discourage applicants on the basis of any of these factors is prohibited (eg. young person wanted; Girl Friday; single person).

Pictures or non-verbal representations that indicate a preference are also considered discriminatory. Representations which reinforce a stereotyped pattern of employment will be considered as suggestive of a preference. (eg. A picture of a man for "Manager; a picture of a woman for "Secretary" or "Nurse"; a picture of a black person for a "Porter" or "Door Attendant".)

WHO IS RESPONSIBLE?

Any person placing or displaying a job advertisement, including:

a) any employer, whether located in the province, who is advertising in Manitoba,
b) any employment agency, employment service, educational institution or any person who advertises in Manitoba for the purpose of referring candidates to an employer with or without a fee,
c) any publisher or other media (eg. newspapers, magazines, radio, television, etc.) advertising in Manitoba,
d) any trade union, occupational association or employer's organization in which membership is a prerequisite to carry on a trade, occupation or profession.

WHAT ARE MY RIGHTS AS AN EMPLOYER?

Employers have the right to use their discretion in selecting the most appropriately qualified person for the job. Differences in qualifications, experience and abilities for jobs vary greatly among individuals. Such distinctions may be recognized by employers in advertising for positions.

Employers have the right to define qualifications necessary for satisfactory job performance, provided that these qualification standards are applied equally to all persons regardless of race, nationality, religion, colour, sex, age, marital status, physical handicap, ethnic or national origin, political belief or family status.

Employers have the right to request resumes in an advertisement, provided the request does not elicit information which is prohibited as a pre-employment inquiry. For example, an advertisement indicating "Please send resume stating age" (or other prohibited inquiry) is unlawful.

RECOGNIZING AND AVOIDING DISCRIMINATORY ADVERTISEMENT

In determining whether a job advertisement is discriminatory, one should ask:

1. Does this advertisement have an unfair effect in screening out or discouraging certain classes of persons, as defined by the Human Rights Act, from applying for the job?
2. Is the preference or limitation expressed in the advertisement a fair indicator of a person's ability to do the job?

The following sections indicate the kinds of discrimination that are most likely to occur in employment advertisements. They do not cover all discriminatory advertisements and do not preclude the possibility that an advertisement may be discriminatory on more than one ground.

The examples listed are for illustration purposes only and attempt to answer the questions most frequently asked concerning Human Rights legislation.

I. SEX DISCRIMINATION

1) Help Wanted Classifications

In classified advertising, the placement of an advertisement under column headings segregated by sex (eg. Help Wanted -- Male, Help Wanted -- Female) is unlawful. Neutral, integrated column headings, such as the following should be used:

- Career Opportunities
- Employment Opportunities
- Help Wanted
- Job Vacancies
- Positions Available.

Acceptable classifications may be headed by occupational groupings or alphabetical listing of job titles.

2) Job Titles

The use of job titles which connote a masculine or feminine gender may be in violation of the Human Rights Act.

Job titles may be neutralized by any of the following methods:

i) by substituting a neutral job title, (eg. Foreman - Supervisor)
ii) by neutralizing the suffix where feasible, (eg. Salesman - Salesperson)
iii) by the use of a double title to include both genders (eg. Waiter/ Waitress)
iv) by adding a phrase which indicates that the position is open to both sexes (eg. Maitre d' [male or female]).

Employers and publishers may use their discretion as to which method is most appropriate. However, the Commission encourages the use of neutral substitutes, as in i) above, wherever suitable substitutes can be found.

The following is a list of common discriminatory job titles and suggested alternatives:

Discriminatory Terms	Acceptable Substitutes
Attractive, Pretty, Handsome	Well-groomed
Barmaid	Bartender
Bell Boy	Bell Hop
Bus Boy, Tray Girl	Dining Room Cleaning Personnel or Cleaning Worker or Bar Porter
Chambermaid	Hotel Room Attendant
Cleaning Woman Cleaning Lady	Cleaning Personnel
Counter Girl	Counter Server
Doorman	Door Attendant
Girl Friday	General Office Worker for one person office or Person Friday

Handyman	Handyperson
Houseman	Housekeeping Service Worker
Host, Hostess	Host/Hostess
Janitor, Janitress	Custodian or Caretaker
Maitre d'	Maitre d' (Male or Female)
Masseur, Masseuse	Masseur/Masseuse
Maintenance Man	Maintenance Worker
Waiter, Waitress	Waiter/Waitress
Watchman	Building Attendant, Security Guard

Terms that describe a level of training and not the position are acceptable, (eg. Journeyman, Bachelor of Arts).

II. MARITAL STATUS DISCRIMINATION

Marital status is not defined in the Human Rights Act. However, for the purposes of administering the Act, the Commission interprets marital status to include the following classifications:

Married, remarried, engaged, divorced, separated, widowed, living commonlaw.

Job advertisements that indicate a restriction or preference for applicants based on marital status are illegal. For example,

a) Drug Clerk wanted ... married preferred.
b) Salesperson ... extensive travelling ... preferably single.
c) Send resume stating ... marital status.
d) Man and wife team wanted.

Advertisements may be neutralized as to marital status preference by simply deleting the discriminatory terms.

The Commission considers the term "couple" to mean two persons and not as connoting marital status. Therefore, "couple" is not interpreted as a discriminatory term under the Act. However, "married couple" is considered discriminatory as it specifies marital status.

III. FAMILY STATUS DISCRIMINATION

"Family status for the purpose of this Act includes the status of an unmarried person or parent, a widow or widower or that of a person who is divorced or separated or the status of the children, dependents, or members of the family. Discrimination on this basis is illegal".

eg. Sales persons wanted ... single and without dependents.
eg. Married couple without children for caretaking.
eg. Unmarried applicants without children preferred.
eg. Send resume stating ... number of dependents.
eg. Relatives of employees will not be considered.

IV. AGE DISCRIMINATION

Persons of all ages are protected from discrimination under the Manitoba Human Rights Act except for certain instances where applicants must be over the age of majority (see the section on Exceptions below).

Job advertisements that indicate a preference or restriction for a particular age group are prohibited. For example,

a) Middle-aged person required for executive position in large firm,
b) Young, energetic, self-starter needed for sales position,
c) Management trainees ... only applicants between ages of 25 and 35 need apply.
d) Send resume stating ... age.

Advertisements may be neutralized as to age preference by:

i) deleting discriminatory terms (eg. middle-aged, young, etc.), or
ii) adding the phrase "age no barrier". This may be done where an employer may want to describe a position as being particularly suitable for a retired person or a student without indicating a preference based on age. For example,

"person required to do light, casual, part-time labour ... particularly suitable for retired person (age no barrier)";

"students (age no barrier) looking for summer employment".

Following is a list of common age discriminatory terms with some examples of neutral terms. Where no neutral term is listed as a substitute, the discriminatory terms should simply be deleted.

Discriminatory Terms	Neutral Terms
junior person	junior position, junior trainee
retired, senior citizen	suitable for retired person (age no barrier)
recent graduate	recent graduate (age no barrier)
between the ages of	
elderly	
juvenile	
middle-aged	apprentice
old, older	experienced
teen-aged	mature*
young, younger	trainee
	x years of experience required

*The term "mature" is not considered to be discriminatory. However, to ensure equal opportunity in employment without discrimination on the basis of age, the term "mature-minded" is recommended.

V. EXCEPTIONS

The Manitoba Human Rights Act provides that certain designated occupations may be exempted if they meet one of the following criteria:

1. Bona Fide Occupational Qualifications (BFOQ)
   A. Sex, age, marital status, physical handicap, political belief.

Section 6(6)

"The provisions of this section relating to any discrimination, limitation or preference for a position or employment based on sex, age, marital status, physical handicap, or political beliefs do not apply where sex, age, marital status, physical handicap, or political belief is a reasonable occupational qualification and requirement for the position or employment".

Section 6(10)

"The provisions of this section prohibiting the discrimination against a person for a position or employment by reason of the physical handicap of the person do not apply where the nature and extent of the handicap reasonably precludes or renders the person incapable of satisfactorily discharging the duties of that position".

This is to say that where sex, age, marital status, physical handicap or political belief are reasonable, necessary requirements to perform the job, the exception is warranted and an advertisement may specify the preference. However, there must be a factual basis for believing that virtually all members of the excluded group would be unable to perform the duties of the job involved. The Commission believes that this exception should be interpreted narrowly.

The following situations are recognized as those where an exception may be based on a BFOQ (see pre-employment inquiries for more details).

Section 6(9)

"Nothing in this section prevents a person from limiting the employment of a person under the age of majority or from classifying or referring to a person under the age of majority for employment in accordance with the provisions of any provincial law regulating the employment of persons under the age of majority".

. The Act does not apply to certain occupations that are required by law to be restricted to persons over the age of majority.

  e.g. Cocktail waiter/waitress applicant must be 18 years or over.

  e.g. Driver required for emergency vehicle ... must be 18 years or over.

. Employers may also restrict employment to persons 16 years of age or under in accordance with The Employment Standards Act.

INTRODUCTION

Many "people" problems can be solved through sound hiring practices. Here are some guidelines to follow:

JOB DESCRIPTION/JOB SPECIFICATION

Because it is difficult to hire somebody when you do not know what the job entails, have a job description and/or job specification. The major difference between a job specification and a job description is that a specification deals with the job skills rather than the job content. More often than not these are combined. The following is an example of what can be done:

JOB DESCRIPTION - BAR PERSON

Job Summary: Keeps bar supplied, maintains clean linens and assists Bartenders as much as possible.

Work Performed:

1. Carries supplies and equipment, such as liquors, fruits, ice, glasses, linen and silverware from storeroom to the bar.
2. Slices and pits fruit.
3. Fills ice bins and crushes ice for frappes.
4. Washes fixtures, mops floors and sweeps carpet in the bar area.
5. Washes and dries bar glasses and utensils.
6. Replaces empty beer kegs with full ones.
7. Helps in setting up service bar and portable bars for catered parties.
8. Carries debris to waste containers.
9. May mix simple drinks under the supervision of the Bartender.

Equipment Used:

Hand truck	Furniture polish	Polishing cloths
Glass washer	Broom	Vacuum cleaner
Soap solution	Mop	Metal polish
Bar polish	Ice buckets	

Relation to Other Jobs:

Promotion from: Dishwasher, Yard Person
Promotion to: Bar Waiter/waitress, Cellar Person, Bartender, Waiter/Waitress, Assistant Bartender
Transfer from and to: Bus Person

Job Combination: The duties of this job may be combined with those of Porter, Dishwasher, Bartender, Celler Person.

Special Qualifications: This is usually a beginning job in a hotel or restaurant for which experience is not required.

JOB ANALYSIS/QUESTIONNAIRE

Name of your position _____ Date _____

Other title(s) _____

How long have you held this position? _____ years _____ months

How long have you worked at this hotel? _____ years _____ months

Who is your supervisor? _____

Education: - Circle the last grade you attended.

Grade School	1	2	3	4	5	6	7	8
High School	1	2	3	4				
College	1	2	3	4				
Trade School	1	2	3	4				

1. What time do you come to work? (If you work different shifts, state the different times you come to work.)

2. What time do you actually begin to work?

3. What do you do between the time you come to work and the time you begin to work?

4. What time are you through for the day?

5. Is your work evenly divided during the day or are any hours particularly busy or slack? Please be definite!

6. What do you consider the most important part of your job?

7. Are there any special tasks connected with your job for which you believe a new person should be trained before he could do the work satisfactorily?

8. List any jobs that you may perform at times which are not daily parts of your job.

9. Do you believe being able to read is important in your job? (Yes or No)

10. Do you believe being able to write is important in your job? (Yes or No)

11. Describe in detail on reverse side what you do in an average day at work. Try to remember everything. Try to account for every minute of your working day. Describe not only what you do, but how you do it, and when you do it, and why you do it. Use extra paper is necessary.

Signature _____

JOB SPECIFICATION

Job Title: Bar Person
Employed (No.): Usually one per shift - depends on volume of business.
Hours: 10 a.m. to 10 p.m. nine hours per day maximum.
Days Off: Two days off per week.
Vacation: 1 work week after 1 year; 1 1/2 work weeks after 2 years; 2 work weeks after 3 years.
Mental Qualifications: Minimum. Must be able to read, write and follow instructions. Must be level-headed during rush hours.
Personality Requirements: Pleasant. Clean. In good health. Even-tempered when busy.
Contacts: Entire bar staff.
Type of Work: Unskilled.
Direct Supervisor: Bar Manager.
Salary: Minimum.
Maintenance: Uniforms furnished and maintained. One meal for six-hour shift.
Experience: Previous experience desirable; not absolutely necessary.
Education: Must be able to read and write.
Physical Requirements: Must be clean and in good health.
Responsibility: Works with bartenders
Work Conditions: Normal. Works with fruit. Handles cutting equipment which requires a reasonable amount of attention. Heavy lifting.
Advancement to: Minimum and 10 and 3 months.

The job description/specifications need not be as sophisticated as the above. But remember, these are not only a good recruiting device, but help you and the employee evaluate performance.

However, detailed job descriptions/specifications serve as a good recruiting device and help you and the employee to evaluate job performance.

Another tool which is useful in an existing business operation is the job analysis. It is helpful in setting job standards and job descriptions and in analyzing job productivity. (See attached sample job analysis used by a hospitality business.)

RECRUITING

Now that you have decided on what kind of person you want, how do you go about finding him/her? There are several ways:

1. Look closely at your own staff. Although there are disadvantages to internal hiring, you should look carefully at the employees you already have, decide whether or not they could do the job, and see if they would like to apply for it. If not, perhaps they might know of someone who would be interested. Remember that farther fields may not, in fact, be greener.

2. Advertising can mean several things, from a sign in the window to an ad in the newspaper, a trade publication or on a community bulletin board. See section on the law for guidelines.

3. Contact Canada Manpower.

4. Contact a local high school or community college, either for graduates who fill you needs or for students who may make good part-time employees.

5. Keep a file of interested people who may have applied for a position when you did not have a vacancy.

6. Recruit from a competitor. If you know that somebody wants to change jobs, make the first move, discreetly, yourself. Generally speaking those already employed make better employees.

7. For chefs and key staff, use an employment agency. Although agencies are expensive, they provide a pool of people and a middle area in which to meet, causing less embarrassment on the whole.

THE APPLICATION FORM

Have everybody you are seriously considering fill in an application form. This acts as a screening device (ie., the applicant may be too young to serve liquor or may have no relevant experience).

Below is an application form that meets all legal requirements as to what questions are improper. (See section on the law for legal questions.)

Please note that the Human Rights Commission will review your application form for you.

Application for Employment

Position Applied for

Personal Information

Family Name

Given Name(s)

Address — Street and Number

City | Province | Postal Code

Phone | Social Insurance Number | / / / / / / / / / / / /

Home | Work

Are you legally entitled to work in Canada? Yes [ ] No [ ]

Do you have any disabilities affecting the job for which you are applying? Yes [ ] No [ ]
If yes, explain:

Do you have use of a car? Yes [ ] No [ ]

Valid driver's license? Yes [ ] No [ ] Class [ ]

Are you old enough to serve liquor? (if applicable) Yes [ ] No [ ]

Education

Highest education level attained?

Secondary:

Course taken: U.E. [ ] Bus. Ed. [ ] Gen. [ ] Grade Completed?

Trade or technical?

Location? Diploma or Cert.

Trade Certificate Number Professional Designation

Others (Specify)

Employment History (Present or most recent first)

If your duties or responsibilities changed substantially with the same employer, record each change as a separate position.

If there is not sufficient space on this application, attach extra sheets as required.

Present/Last Employer and Address / Type of Business or Organization / Describe Duties/Responsibilities

Position Title / Final or Present Salary

Period of Employment / May be Approached for a Reference

From To Yes [ ] No [ ]

Employment History (continued)

Immediate Supervisor
Name and Title

Reason for Leaving

Previous Employer / Type of Business or
and Address Organization

Position Title / Final Salary

Period of Employment
From To

Immediate Supervisor / Phone
Name and Title

Reason for Leaving

Previous Employer / Type of Business or
and Address Organization

Position Title / Final Salary

Period of Employment
From To

Immediate Supervisor / Phone
Name and Title

Reason for Leaving

If you wish indicate any organizations, activities, hobbies or sports with which you are involved. Information indicating race, colour, ethnic or national origin, sex or marital status is optional and not required.

_____

_____

_____

References (Optional)
Name Address Telephone

_____

_____

_____

Declaration:

I expressly consent to _____ verifying any information supplied by me in this application and for that purpose and for the purpose of obtaining any other information pertaining to my suitability for employment, the _____ may contact any person or persons (not including my present employer), unless otherwise noted in this application.

I certify that the statements made by me are true and to the best of my knowledge.

Date Signature

THE INTERVIEW

It has been said that the interview is the best and the worst means of selection. There are lots of pitfalls, particularly when you have not had lots of practice in interviewing yourself. However, here are some guidelines to follow:

1. For more important jobs in particular, create a checklist of questions you want to ask. (See following for an example.)

2. If you are hiring for somebody else (ie., for a waiter/waitress who will report to a host/hostess) have that person somehow involved.

3. Watch your own prejudices, be they sexual, racial, age or appearance-oriented. Remember that you are picking an employee not a friend. Even positive prejudice can lead to the "halo effect"; in other words, one particular good point (ie., attractive appearance or neat handwriting) impresses you so that you cannot see the applicant's negative factors. This is a very effective way to hire a lemon.

4. Do not hire the applicant on the spot. Think a little and verify the information he has provided you with (see below).

5. Conduct your interviews calmly and in private.

6. Follow the general interviewing guideline in the communication section.

INTERVIEW PATTERN FOR A WAITRESS/WAITER

The following interview pattern, if followed carefully, will give you many valuable clues as to the applicant's personality traits and attitudes that will affect his/her performance.

Suggestions:

1. After each question, use such follow-up questions as:

   "Why do you think so?"
   "With what purpose in mind?"
   "What other things might you do?"
   "Why do you feel that way?"

2. The answers within themselves are not important. You are interested only in the personality traits and attitudes they bring out.

3. Neither agree not disagree with the answer. Merely ask questions. Be polite and courteous but keep a straight face.

4. Interview privately.

5. An interview requires only twenty minutes of your time; however, it will save you many headaches and much money in the long run.

QUESTIONS:	PURPOSE: WEIGH HIS/HER ANSWERS TO DETERMINE:
1. How did you happen to apply here?	How does he/she feel about working here?
2. What do you consider to be the most important responsibilities of a waiter/waitress?	What are his/her attitudes toward the job?
3. Who has the greater responsibility, a waitress/waiter or cook? Why?	Does he/she have the proper appreciation for cooks?
4. What do you consider to be the greatest causes of failure among waiters/waitresses?	Does he/she recognize the pitfalls of the work?
5. What do you consider to be the most important qualification for a good waiter/waitress? Why?	Does he/she understand the full responsibility of the job?
6. Do you feel waiters/waitresses are usually fair to each other?	What is his/her attitude toward other waiters/waitresses; will he/she get along with others?
7. Why do so many waiters/waitresses look down upon their jobs?	Will he/she look down on her job?
8. Suppose a guest makes insulting remarks to you. What would you do?	How would you handle difficult situations? Is he/she easily upset?
9. Suppose the host/hostess insisted you do a certain thing in a certain way when you know definitely well there is a better way. What would you do?	What is his/her attitude toward supervisors and authority? Would he/she be stubborn?
10. What do you think about waiters/waitresses who change jobs often?	Is he/she a "job-hopper"?
11. Which do you consider more important, courteous service or prompt service?	What is his/her attitude toward both factors?
12. Suppose you were asked to spend two days in the kitchen watching food be prepared. What would you think?	Would he/she try to know the product she sells?
13. Suppose you have a regular guest who always complains about something. How would you deal with him?	Would he/she resent complaints? How would he/she handle them?
14. How would you handle the guest who never tips?	Would he/she be loyal to your restaurant?
15. What would you do if you suspected the host/hostess of playing favorites in assigning stations and seating guests?	Is he/she suspicious and picayunish? Is he/she negative - ("imposed upon")? Or does he/she emanate good will?
16. What would you do if your tips were falling off?	Is he/she willing to admit his/her mistakes?
17. Suppose the host/hostess "bawled you out" in the presence of your guests. What would you do and say?	Is he/she easily upset, or would he/she be calm in difficult situations?

VERIFICATION

Simply put, check out the truth of the application and any verbal details you may have acquired from the interview. Generally, you do this after, not during, the interview, as it can be very time consuming and sometimes inappropriate (eg., the applicant is already employed).

Written references, hand delivered, are really quite old-fashioned and unreliable as people are usually reticent to say anything negative in writing. Some large firms, particularly where a union is involved, will usually only verify employment. This is, however, a start.

The telephone or, if it is possible, personal contact are the best mediums to assess the candidates' previous performance.

Remember, if any certificates or diplomas are involved, check them out wherever possible. Many people attend schools but do not always graduate for one reason or another.

DOCUMENTATION

When an employee is hired, you should obtain all the information necessary to complete an employee information card and/or an attendance card. Much of this information is available on the employee's application form. However, certain questions such as age cannot legally be asked until the candidate is an employee. A good office supply store has payroll and employee record packages available.

Remember, good attendance and discipline records will save you money and aggravation should you encounter difficulties in employee dismissals or terminations.

TRAINING

Your organization's training needs will vary according to the amount of experience your employees have and the quality of service you expect from them. New training programs should be directed at staff members in those sections of your department that are creating the most operational problems, those that are not delivering the kind of service you want to provide to your guests.

A certain amount of planning is necessary in setting up a training program. The six major steps listed below will be discussed in detail in the following paragraphs:

1. Determining training needs.
2. Determining training program content.
3. Choosing methods of training.
4. Instructing.
5. Scheduling training.
6. Evaluating and following up.

1. DETERMINING TRAINING NEEDS

Training should have a specific purpose. It is only considered to be effective when a person's behavior is changed as a result of his learning. How well you determine training needs, whether it be improvement in present performance, new ways of doing a particular job, introduction of new policies or operating a new piece of equipment, will also help you to determine training content and methods. (Personnel records, for example serve as a good source of information. They can quickly show whether there is a high turnover, why people have quit, the kind of prior experience that workers have had and the reasons why they may have been fired or resigned.) The importance of adequately and specifically defining your training needs cannot be over-emphasized. Training in a vacuum is a waste of time and money.

All new employees need training. Your job, as manager, is to see that they get it as quickly and effectively as possible. Set specific goals when planning a program and decide exactly what you want to accomplish. A waiter/waitress' training program, for example, might read like this:

(a) Goals - to improve service in the dining room by establishing individual standards of performance which each will be helped to meet.

(b) Objectives -

1. To help each waiter/waitress understand more fully the hotel's policy of courteous service as it applies specifically to the dining room.

2. To help each waiter/waitress improve his/her own technique of waiting on tables.

3. To help each waiter/waitress learn techniques of politely dealing with complaints of problems at his/her table.

4. To help each waiter/waitress improve his/her grooming while performing his/her duties as a waiter/waitress.

5. To help each waiter/waitress set and meet performance goals.

Here, each of the specific objectives set down are based on a waiter/waitresses' training needs. For example, objective 1), "to help each waiter/waitress understand more fully the establishment's policy of courteous service as it applies specifically to the dining room," covers a wide range of situations; 1) some waiters/waitresses may be careless in giving the menus to patrons; 2) they may pick up dropped silverware and return it to the guest's table; 3) they might not serve water immediately; or 4) they may indulge in other discourteous behavior.

Keep in mind at all times, however, that poor management or direction may be the basis of a problem within your hospitality business, not a lack of training.

2. DETERMINING TRAINING PROGRAM CONTENT

The training program should aim at improving an employee's attitudes, skills and habits as well as furthering his/her knowledge in order to bring about a desired change of behaviour. Employees should not only know what it is that they are to do but why they are doing it. If you analyze the job requirements based on the job description and couple this with the new goals you wish to attain, you should have a pretty good idea of what the training content of the program should be. For example, a part of a waiter/waitresses' job description could read "sets up and maintains table silver adequate for the various courses served to the patron". The job performance standard would thus in turn read "performance is good when all table silver is inspected for cleanliness prior to or during a meal". These terms imply that the waiter/waitress violates the standard when he/she returns dropped silverware to the patron's table instead of replacing it with clean, unused silverware. The training content, therefore, should include:

1. Instructions on sanitation.
2. Instructions on customer reaction to the undesirable behaviour.
3. Tips on courteous acts.
4. Information on the table silver replacement policy.
5. Reasons for the extra effort required to replace table silver.
6. The establishment's policy regarding the customer.

Usually a program is divided into specific subjects and subdivided into specific units of instruction. Each unit is prepared in such a way that the participants may grasp the new material it contains in a single session.

HOW PEOPLE LEARN

People cannot be ordered to learn. They learn best when they actively participate in their own training, that is to say, 1) when their interest or motivation to learn stems from a sense of being rewarded for their efforts;

2) when they obtain feedback during the training period; 3) when what they are to learn is presented in a package they can handle; and 4) when they can relate what they are learning to something familiar. People may also be motivated to learn when they are in groups and are subject to its pressures or when they wish to identify closely with the instructor.

Rewards and punishments must be carefully controlled during the learning process. People are inhibited by punishment when errors are made. People are also inhibited from learning when they are too tired to absorb information or to practice skills. Thus when training sessions are planned, care should be taken to see that they are not too long and that they are given at appropriate hours during the day. Breaks should be scheduled into the training plan.

3. CHOOSING THE METHOD OF TRAINING

There are a variety of training methods from which to choose. Some of the more common are:

A. ... Person-to-person training.
B. ... Group instruction.

Before discussing the pros and cons of these three methods, the importance of orienting new employees should be briefly emphasized.

Orientation is the first step of the job training process. Its importance lies in the fact that the hotel employer makes a conscious effort to create a climate in which the employee can develop a sense of belonging and in which his anxiety about starting a new job is considerably lessened. The wise employer knows that an employee in a relaxed frame of mind is more receptive to a new learning situation.

It is advisable to start training immediately after orientation. Even if it is not done expertly, training is best given to new employees on the first day of a new job to prevent frustration and a feeling of not knowing what to do. Potentially good employees may be lost if they are neglected. If you don't show them the way up, they will find the way out.

A. PERSON-TO-PERSON TRAINING

This is the most widely used type of training. It goes by several different names -- the "buddy" system, the "big sister/brother" and "shoulder-to-shoulder" among others. Person-to-person training has the following advantages:

1. It permits learning to be done directly on the job.
2. It is flexible in that changes due to policy or new goals can be made immediately.
3. It permits personal corrections to be made quickly.
4. It offers a direct check on actions by the learner.
5. The instructor knows immediately if the learner is doing the job correctly.

However there are also a number of disadvantages to person-to-person training:

1. The instructor can transmit any of the bad skills and habits he/she has acquired to the learner.
2. It takes two salaries to do the trick - sometimes one is very high in comparison to the other.
3. The instructor must prepare himself/herself to teach a different person each time.
4. Training is sometimes rushed because the instructor's services may be needed elsewhere in the hotel. Thus the employee's rate of learning is often disregarded.
5. It often lacks uniformity.
6. The instructor may make unwarrented assumptions about the job or the learner.

Person-to-person training can also result in a dilution of the original training that was given to initial learners. That is to say that instead of following the method of instruction prescribed by management, employees tend to teach each other the shortcuts they have learned.

Many of the disadvantages of person-to-person training can often be overcome by having the trainer prepare himself/herself properly. If someone other than yourself is doing the training, remember to try and be as objective as possible in your selection of him/her.

B. GROUP INSTRUCTION

There are many ways in which group instruction may be given. Sometimes person-to-person instruction methods may be used, but on a larger scale. Frequently, however, methods such as lecture instruction/demonstration, question and answer, and demonstration by the learners are employed.

Group training requires the instructor to be a real pro at his/her own job and at teaching groups. The advantages of group training are:

1. It permits instruction to be uniform.
2. It saves time and salaries.

Some disadvantages of group training are:

1. It does not allow for individual differences in the trainees.
2. It poses scheduling and attendance problems.
3. Each error made by the instructor may be multiplied by the number of persons in the group.

For the small employer, the group training method is only feasible when it is conducted in co-operation with other operators and this is often difficult to accomplish.

C. PROGRAMMED INSTRUCTION

Programmed instruction allows the new employee to learn on his/her own and at his/her own rate rather than at the rate of an instructor. Films, film strips, program texts, tape recorders, teaching machines, etc., are some of the tools that can be used. The difficulty with this approach, however, is that a set-up using automated methods requires outside professional help to prepare and is often quite expensive. In general, it is only used in those cases where a large number of employees are to be trained for a specific job. In this way the cost of preparing program materials is spread over a large group in order to reduce individual training costs. Research will sometimes provide you with a ready package; however, you may have to do some of your own customizing or change the way you do the job.

4. INSTRUCTING

The real payoff or measure of any training method is the way the worker puts to use all that he/she has learned. The person responsible for doing the instruction has to do these things:

A. Prepare before instruction.
B. Instruct.
C. Follow up.

To show you what must be done in each of these steps, we will use the person-to-person type of training as an example. This type of instruction involves two aspects: 1) Training - teaching a particular job or technique by helping an individual understand and practice the steps involved in doing the job. 2) Coaching - working closely with an individual to help make a specific change in skill technique or attitude.

After you have oriented the new worker, you can then begin to help him learn his/her job. The person-to-person method of job instruction applies to both types of employees, those that have been with you for a considerable period of time as well as newcomers.

Before beginning instruction, you should take the time to:

1) Review the employee's job description.
2) Analyze and write a simple outline for the job.
3) See that all tools, material and equipment are available for instruction.

The job description and analysis helps the instructor to prepare a simple job instruction outline.

A. JOB BREAKDOWN

Most jobs consist of a series of tasks. These tasks can often be done in different sequential orders. Studies show that some sequences get the job done quicker, easier and cheaper.

Dividing a job into its tasks or elements and placing those elements in the best order you can is called a job breakdown. Much of the material contained in these essential elements, that is the ones which effect customer impressions, service and productivity, can be given to the learner orally. The basic idea behind job breakdown is to make sure that all needs to be told will be told or included in the teaching outline.

B. JOB INSTRUCTION OUTLINE

A job instruction outline can be prepared by using the job breakdown as a base. A typical job instruction outline divides the job into two parts: all of the steps to be taken in doing the job are listed under one heading of "tasks to do" while the information to be learned by the trainee is listed under a heading "to know".

There are numerous reasons for preparing a job breakdown and an instruction outline:

1. Key points are not overlooked when instructing.
2. Materials that will be needed to do the job are reviewed.
3. Information is on record for others to use when they are assigned the task of training employees.
4. A check list exists to help you determine what the trainee does and does not know.
5. Standards of performance for the task at hand can be reviewed.
6. Training efforts for complex jobs can be scheduled.
7. Managers are more transferrable.
8. A study guide exists for the employee.
9. Time is saved in the long run.

Some managers give the new employee his/her job description before starting job training so that he can see the purpose of the task he/she will learn. Unfortunately most of these managers tend to feel that once they have written the job instruction outline sheet they do not have to update it. This is wrong, largely because of constant changes in the employee's job duties and responsibilities. In short, remember that it is important to review the job breakdown periodically and make changes as needed.

C. CHECK LIST

Here is a check list of things to be done when using person-to-person training.

Four steps are necessary to give an employee proper instruction about a new task:

1. Prepare the learner by:
   ... Putting him/her at ease.
   ... Telling him/her what you are going to teach him/her.
   ... Getting him/her interested in learning.
   ... Finding out what he/she already knows and giving him credit for it.

2. Present the task to be learned to the employee by:
   ... Giving him/her one step at a time.
   ... Showing him/her how the task is done.
   ... Stressing key points of the task.
   ... Presenting no more material than he/she can master at one time.

3. Let the learner do the task under supervision by:
   ... Having him/her explain the task.
   ... Having him/her show you how the task is done.

Another way to keep in mind the things you as manager or instructor should do during instruction is to follow the pattern below:

DEFINE - the purpose of the job, why is it done?
Give DETAILS - a verbal description of what the job involves.
Provide a DEMONSTRATION - a visual appeal through showing the elements of the job.
DISCUSSION - a checkpoint to clear up misunderstandings and to evaluate the learning of the trainee. A two-way street of conversation.
DRILL - a start to the development of the trainee's skill; a checkpoint on instruction technique and learning. After you have assured yourself that the trainee can do and has done the job properly, leave him/her alone to develop his/her skill.

DIRECTION AND COACHING - the establishment of good work habits (as in demonstration). Guiding the trainee.

FOLLOW UP - a progress check; and use of vigilance to prevent relaxing of effort and to maintain quality and quantity of work.

While doing all of these things the job instruction sheet can be used to guide you in your explanation and demonstration to the worker. If you look around your establishment, you will find many jobs that will lend themselves to this type of teaching outline.

4. Test the learner by:
   ... Asking him/her for information about the task.
   ... Checking on his/her performance and speed.
   ... Checking on his/her quality.
   ... Correcting his/her mistakes.
   ... Reteaching the points he/she may have missed.
   ... Being sure that he/she can do the task without help.

D. GROUP INSTRUCTION

Another method which has wide popular appeal is group instruction. This includes:

LECTURING - presenting a point of view, teaching fundamental principles or introducing follow-on training or instruction.

DIRECTED CONFERENCES - involving the group in problem analysis, solving an operational problem or clarifying the group's own thinking and understanding of a situation through open discussion.

PLAYING ROLES - practicing newly acquired principles or dramatizing situations by having participants act them out.

E. LECTURING

Lectures have some limitations. Unless they are given well, they are often boring because the audience is not actively participating. However, as a tool to convey information quickly, lecturing it is hard to beat as a technique.

If lectures are to be given, keep them short and hard hitting. Use audio-visual aids and provide for some audience participation either through questions and answers or open discussion. Sometimes a film followed by a question period will suffice.

F. DIRECTED CONFERENCES

Directed conferences are extremely effective for solving group problems and for helping to bring about a change in attitude. The key to a successful session is to define the problem at hand clearly at the start of the group meeting, spell out the objectives you hope to attain, and then more or less turn the meeting or discussion loose. Let subordinates grapple with different facets of the problem and offer possible solutions. This gives them a chance to participate and to feel they had a say in the final outcome.

The directed conference is also effective in finding a solution to a sequence of increasingly complicated operational problems. Participants suggest alternate ways to handle a situation and then discuss what they consider to be the most effective. Finally they review the basic principles of action involved and draw object sessions from what has been discussed. They come up with the best suggested solutions.

In short, the value of the directed conferences lies more in the feeling of participation on the part of the employee than in the actual meat of the session. As the manager/leader of the directed conference, you encourage participants to develop insights, feelings of belonging and the idea that management really cares about their opinions and feelings.

There are many other training techniques that can be used in groups, such as role playing, panel discussions and discussions of film.

5. SCHEDULING TRAINING

If you have many people to train, it is a useful idea to establish a training schedule for each person. This involves keeping careful records as to which training session each worker attended and what was taught at each session.

Remember to notify everyone concerned about a particular training activity in sufficient time so that they can make plans to attend. It can be very embarrassing to expect 12 people to attend and have only three show up. Your notice should include details about time, length of training, who will instruct, who the attendees will be, where it will be given and the subject of the session or training. The communication job is all the more important when you want to initiate training where there has never been training before.

6. EVALUATING AND FOLLOWING UP

You cannot assume that people, having once been trained, will continue to give their best at all times. To assure yourself that jobs are being performed properly, you must make continual checks on performance. In other words, you must check up not only on the person but also on how effective the job training was. Be selective; one day you might want to check on the size of the food portions being served, or on how up to date the room charges are, or on the status of certain maintenance or cleaning responsibilities. Selectivity limits your observation time, sharpens your observational skills, and keeps employees on their toes at the same time. Depending on what you find, perhaps refresher training may be in order or coaching and counselling employees may be indicated.

THE EXIT INTERVIEW

When an employee quits, it is a good idea to allocate a short interview with the employee in order to find out why he or she is leaving.

Valuable insight can be gained on problems in your organization of which you are not always aware.

This information can reflect needed changes in employee selection, job analysis, training and management style and effectiveness.

REVIEWING PERFORMANCE

To make corrections without leaving a huge pile of emotional rubble-- usually tears, anger and resentment-- is extremely difficult. Here are some useful guidelines to follow:

1. Make certain that correction is the right step. Not every error needs correcting. If your employee knows that he/she has made a mistake, your interference only aggravates and furthers the embarrassment of the mistake. Be certain your correction will create more improvement than resentment.

2. Correction is a private matter. Never, no, never correct or criticize in front of a group. Remember that remarks loaded with sarcasm, ridicule, scorn or implied threats only add to the injury. Find a quiet, unhurried setting in which you can sit down with your friend and discuss the mistake fully and intelligently.

3. Discuss the problem- that is, keep your discussion on the facts not the person. Be concerned with correcting a mistake because it is a mistake. Don't focus on the person or his/her personality; to his/her person and personality are sacred ground.

4. Share the blame. Be a friend and accept your share of the responsibility for the mistake. Perhaps you did not give him/her adequate training or preparation. Or maybe you did not give notice of this type of problem or situation.

5. Adapt the correction to the problem and the person. Not every violation calls for disciplinary action. The approach suggested above, for example, would seem silly to employees who requently display a rebellious and hostile attitude. However, with the decent and right employee, it is an approach that will keep him on your side.

6. Listen. Listen quietly to the employee's point of view of what happened. He/she may see it much more clearly than you do. Even if he/she was a distorted view of the situation, let him/her get it off his/her chest. You need to understand his/her point of view in order to work with him/her intelligently.

7. Deal with the "what and the "why". Your establishment's policy needs spelling out to employees in many ways. Many managers tell people what they are doing wrong, not why it whould be done differently. Explain why the recommended procedure serves the guests better, more efficiently or less expensively. Make certain that you and your employee are shooting at the same target with the same kind of gun.

8. Find a better way. A correction interview is not complete unless you agree on a better way to get the job done. None of us like to be flatly told that we are doing something wrong. We dislike it even more when we are left up in the air with nothing to do about it. Through free give and take, find a procedure that is understood by both the employee and yourself. Settle on a procedure that both feel fits the needs of the guest and the policy of the hotel.

REVIEWING PERFORMANCE CONT'D

9. The solution is important, Stress the importance of the interview by making a note of it with the individual. Let him/her know that you are recording his/her problem, not his/her name, in your folder of ideas for improving your training procedures. Depending on your hotel's policy, it may occasionally be wise to agree upon a statement regarding the correction interview which is to be placed in the employee's personnel folder. This statement can be an exceedingly important piece of evidence in the event that your correction does not take.

10. Finish high. End your correction interview on a note of optimism and confidence. Let your employee feel that you do not have less confidence in him/her because the problem arose. Let him/her know that you have more confidence in him/her for his/her ability to cooly analyze the problem and help you think through to its solution. It is a fact that difficulties can either cement friendships or make rivals into enemies. How the problem is handled is entirely up to you.

11. Watch for and commend improvement. Some managers never let an employee forget a mistake. Others help him/her to see the mistake, outline a procedure for correction, and then set a trial period for improvement.

CORRECTIVE DISCIPLINE

When conflicts arise between employees, it is up to you as manager to take action. But just how should you go about it? Consider the following:

1. Get the facts.
2. Weigh them and decide upon your course of action.
3. Take action.
4. Follow up.

If you already know some of the facts because you have witnessed the conflict between employees, you also realize that getting the facts goes deeper than just judging the surface situation. Therefore you will want to:

1. Review the record of each employee.
2. Find out what hotel rules and customs may be involved.
3. Talk to all the individuals concerned.
4. Learn opinions as well as feelings.

In other words, realizing that every effect has a cause, it is your job to determine the real cause of the conflict and, if possible, remove it. In order to get the facts, interview witnesses to the conflict and the employees themselves who are involved. In doing so, follow the procedure that you would use in any corrective situation. In addition plan your interview so as to make it:

1. Calm and matter of fact.
2. Impartial and unbiased.
3. Designed to find the real cause.
4. Firm enough so that each man/woman realizes the gravity of the situation and the need for clearing the air.

When you feel that the employees are ready to be brought together in a joint interview so that they can mutually agree on the cause of their disagreement and on the procedures to take for remedying the ill effect that the disagreement on their working relationship, remember to:

1. Fit the facts together.
2. Consider the relative importance of the various facts.
3. Discuss alternate courses of action.
4. Consider the effects on the individuals and the group.

In this process you may perhaps find out that the conflict was triggered by what looked like a mere bit of horseplay. If so, you should know enough about human relations to realize that surface irritations are, in general, only the tip of the iceberg whose subsurface area is far more dangerous than that which sticks above the waterline. So continue asking and discussing until you come to the root of the problem. You may learn for example that there is a long standing feud between the employees.

CORRECTIVE DISCIPLINE CONT'D

Now you are in position to apply the princicple of problem solving to the situation because you know enough about the employees to feel that you have uncovered the real cause of their conflict (i.e., you see that they now recognize that it was not an act of horseplay which brought them into conflict but something much deeper).

As it is important for you to help each employee understand his/her own and the other person's inner needs and drives, you must explain, in a friendly way, why co-operation is essential to the operation of the hotel. You will probably want to re-emphasize the effect of the conflict not only on the two employees themselves but also the other employees and the hotel's service. You may wish to conclude the interview as you would any other correction situation by assigning a trial period during which you will watch for and commend improvements.

Even if the problem may be complicated by racial factors, the same principles apply. It should be noted, however, that although people of all races have the same basic responses, to situations they frequently learn to respond in the manner expected of them (that is, according to our racial or national stereotypes). Colour does not make people either industrious or shiftless; they become that way by living up to or down to the expectations.

If managers have confidence in their employees and expect a conscientious job, they are more likely to get it than if they know that they expect the worst. By appealing to the best in people at all times and providing the appropriate human incentives in terms of acceptance, recognition and opportunity, a manager will soon learn that he can get co-operation and effective performance from men of all races.

DISMISSALS

One of the most difficult parts of your job as a manager is handling the dismissal of employees. Before you carry out such an action, it is necessary to raise a number of questions in your own mind so as to be sure that every possible step has been taken before dismissal is considered:

1. Should you consider transferring the employee to another department?
2. Should you try to provide "big brother/sister" advice and help to resolve the problem?
3. Should you see if time will take care of the problem?
4. Do you have enough evidence to make a dismissal stick with the union?

After you have considered these basic questions, review in your mind the experience that you have had with the employee.

1. Have I done a good job with this employee?
2. Did I bring him/her in carefully?
3. Did I orient him/her to the job well?
4. Have I followed-up with him/her with regularity?
5. Have I shown any partiality or favoritism for or against him/her?
6. Should I have challenged him/her with greater opportunity?

After asking yourself all these questions, you may come to the conclusion that you have treated the employee properly and that it is his/her problem that is keeping him/her from performing at the minimum required standards for continued employment. However, before firing the employee, two more questions should be answered: (a) Do you have suitable replacement for him/her? (b) What would be the effect of firing this employee on the rest of the work group?

DECIDE UPON A PLAN

First of all, you must call in the employee and discuss the problem with his/her work. Sound him/her out to see if he/she can suggest ways in which he/she or you could help to resolve the difficulty. Remind him/her of his/her strong points and of the high regard in which he/she is held by the rest of the staff. Remind him/her also of the jeopardy of his/her position should he/she continue to pursue his/her present course of action.

Depending upon the nature of the problem, you may wish to consider some disciplinary steps short of dismissal. For example, you might wish to give the employee a warning letter which would be placed in his/her personnel file and if the problem persists and you want to emphasize its seriousness, you may wish to give him/her a one-day suspension without pay which could be extended to a two or three-day suspension. In any case, you would place a notation in his/her file regarding the discussion which you have had with him/her and the evidence on which the action was taken. Of course, if the misdemeanor continues, you may find it necessary to dismiss the employee. Again it is essential that you make careful notes of the discussions you have had with the employee and that you place them in his/her personnel file.

DISMISSALS CONTINUED

This approach to discipline is called a corrective discipline program because it attempts at each stage to correct the employee through forced training and increased penalties. In other words, he/she has strong negative motivation to improve his/her peformance to the minimum standards required in order to continue in his/her job. You may perhaps wish to space the disciplinary steps over three-month periods and if you find that the employee's performance does not improve, you may wish to start the process all over again. In other words, your objective is to correct the employee, force him/her to face reality and take greater responsibility for his/her own behaviour in order to save his/her job. Your role is merely to bring to his/her attention in a very forceful way, the consequences of his/her present course of action. If, after taking all these steps, you still find it necessary to dismiss the employee, you should consider the following guidelines:

1. Clear your decision with your manager and let him/her know the problem. See if he/she has any helpful suggestions. Secure his/her support for your overall plan. Make certain that the plan conforms to your union contract if you have one.

2. Choose the proper time and place for the exist interview. It should be in private and it must be at a time when you will be uninterrupted. Ample time should be allotted to let the employee get his/her feelings and opinions aired before he/she leaves.

3. Only discuss your employee's violation of rules or his/her work. Do not attack his/her personality or character at this time.

4. Recall the previous warning made to the employee and make this session final: "When you and I visited two weeks ago, I said that if you would not improve you would be certain to lose your job. The manager and I are agreed that there is no longer work for you here". This approach will usually avoid argument as it is firm, calm, reasonable and final.

5. Permit the employee to let off steam. In many cases you can expect his/her reaction to be illogical and pretty much the way you would feel if you had failed on the job. However, do not argue. Express every willingness to accept his/her view of the job.

6. Think through a face-saving approach and announcement for the employee with his/her work group. Help him/her come up with the best interpretation of the dismissal as possible.

7. If he/she would like, help him/her think out the next step for finding a new start. If you feel that you can recommend him/her to others for doing certain kinds of work which you do not have, tell him/her you will be glad to do so.

8. Following the interview, take time to reflect once more, asking yourself how your hiring, selection, training, follow-up and firing procedures could be improved. This is the measure of your own professional growth.

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